

THE
DEVIS
ADMINISTRATION

PART I
1940-1945





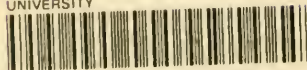
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History of The Ohio State University

VIII

THE
BEVIS ADMINISTRATION

1940-1956

Part 1: The University in a World at War

1940-1945

by JAMES E. POLLARD

THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

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HOWARD LANDIS BEVIS, S.J.D., LL.D.
Seventh president of The Ohio State University
1940-1956

To

Those thousands of Ohio State University men and women who shared the burdens and the fruits of World War II, but especially to the 699 whose names are enshrined forever on the Honor Roll.

Printed in the United States of America

INTRODUCTION

Much of what occurred on the Ohio State University campus during the first half of the administration of Howard L. Bevis has been dealt with in the so-called "75-year" history, entitled "History of the Ohio State University, 1873-1948." This was undertaken in connection with the year-long observance of three quarters of a century of the University's operation from its opening in September, 1873.

As has been pointed out, there is some confusion in the University History series. Volume I was edited by Thomas C. Mendenhall, of the original faculty, from the manuscript of Alexis Cope, longtime secretary of the Board of Trustees and business manager. It covered the period from 1870 to 1910. Actually it dealt also with the years from the passage by Congress in 1862 of the Morrill or Land-Grant Act to the enactment by the Fifty-Ninth Ohio General Assembly in March, 1870 of H.B. No. 29. This latter act was fathered by Representative Reuben P. Cannon, of Aurora, Portage County, to "establish and maintain a Mechanical and Agricultural College."

Volume II, which appeared in 1926, was written by Prof. Osman C. Hooper and covered the years from 1910 to 1926. But Volume III, which was issued in 1921, was concerned with the observance of the University's fiftieth anniversary in October, 1920. Volume IV, now out of print, consisted actually of three volumes. It was the work of Profs. Wilbur H. Siebert and Edgar H. McNeil, especially the former, and had to do with the University's part in World War I.

Volumes V, VI and VII were special ones limited to specific events. Volume V contains the addresses and proceedings incident to the formal inauguration of President Howard L. Bevis on October 24-25, 1940. This volume appeared in 1941. Similarly, Volume VI bears the title, "Addresses and Proceed-

ings of the Seventy-Fifth Anniversary, 1948-49." It was published in 1951. Volume VII came out in 1959 under the title, "Addresses and Proceedings of the Inauguration of Novice G. Fawcett—Dedication of Mershon Auditorium, April 29, 1957."

The current volume, officially No. VIII, Part 1, in the series, was authorized during the war. It followed a recommendation made at the alumni war conference in June, 1943 that work be begun "at once" upon such a history. The project took shape in the spring of 1944. A three-man committee was named, of which the writer was a member. The work of gathering material got under way with Asst. Prof. Marlin K. Farmer, of history, as supervisor, working with O. Joe Olson, assistant editor, *Alumni Monthly*. Olson made a start on the writing but both he and Dr. Farmer left the campus before long. The project was dormant for a decade or more when it was revived, expanded to cover the entire Bevis administration—1940 to 1956, and assigned to the present writer. The Farmer-Olson material was turned over to him and some of it—clippings, special reports, memoranda, etc.—proved very useful.

No such work would be possible without the help and assistance of many others. This is particularly true of portions of the manuscript which were read by persons who had taken part in certain major activities and therefore had first-hand knowledge of them. In this connection special acknowledgment is extended to Howard L. Hamilton, former secretary, College of Arts and Sciences, in regard to the Navy Recognition School; to Prof. Karl W. Stinson, on the Civilian Pilot Training Program and the School of Aviation; to Thomas E. Davis, associate executive director, Research Foundation, on wartime research; to Prof. Norval Neil Luxon, wartime coordinator of special training programs; and to Prof. Henry E. Hoagland, who served in several special capacities. The photographs came mainly from the photo history division with the help of M. Ruth

Jones, plus some from the U.S. Army Signal Corps. The layouts were made by Louis A. Treboni of the University Relations staff.

Special thanks are due also to Milton Caniff for permission to use his poem "Homecoming."

The Honor Roll (Appendix A) could not have been compiled without the invaluable and continual help of the Alumni Records division, and especially of Mrs. Jan Jones, of that office. Further help in verifying names and other data was provided by the office of Dean O. Clark, University registrar. Still other valuable assistance of this kind was given by the Military Personnel Records Center, St. Louis.

Finally, the writer is indebted to Vice President John T. Mount, of Educational Services, and to Frederick Stecker, executive director, University Relations, for reading the manuscript in its entirety and for helpful suggestions.

Part 2, to follow, will deal with the remaining eleven years of the Bevis administration.

J. E. P.

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A PRESIDENT IS CHOSEN

DOWN to 1956, when it ended, the administration of Howard Landis Bevis, was the second longest in the history of the Ohio State University. Only that of Dr. William Oxley Thompson, the fifth president, was longer. Dr. Thompson was president from July, 1899 until his retirement at seventy on November 5, 1925. The Bevis presidency ran from February 1, 1940 through July 31, 1956, or sixteen years and six months.

This was a momentous period. During the nineteen months between the retirement of President George W. Rightmire and the arrival of his ultimate successor, the University was in the capable hands of Dean Emeritus William McPherson, of the Graduate School, who, to his surprise, was brought out of retirement unexpectedly to serve as acting president. During those months the search for a new president went on. Since the details of this quest have been described elsewhere, it needs only to be summarized here.*

An influential segment of the faculty wanted someone brought in from the outside, in short, a "name" president. Others strongly favored J. L. Morrill, '13, who in 1932 had become the first vice president the University ever had. He had been alumni secretary from 1919 to 1928 and from then until he was named vice president he had been junior dean of the College of Education.

The presidency was actually offered to Dr. Arthur H. Compton, whom the Trustees met secretly at Marion, Ohio. Dr. Compton, a Nobel prize-winning physicist, was then on the University of Chicago faculty and was one of the three

* Cf. History of the Ohio State University, 1873-1948, pp. 338-39, 344-46.

famous Ohio-born Compton brothers. In the end, Dr. Compton declined the offer, saying in effect that he did not wish to be tied down with administrative work although six years later he became chancellor of Washington University, St. Louis.

Although many names were screened that of Dr. Bevis had come under early consideration. He was a native of Ohio, had practiced law in Cincinnati from 1910 to 1918 and was professor of law at the University of Cincinnati from 1921 to 1931. He was director of finance in the administration of Governor George White who then appointed him to a vacancy on the Ohio Supreme Court. He served again as state finance director during the first part of the administration of Governor Martin L. Davey. In 1935 he became Ziegler professor of law and government at Harvard University where in 1920 he had earned the degree of doctor of juristic science. During his years in Columbus he had become well and favorably known on the campus. The Trustees formally elected him to the presidency at their January 8, 1940 meeting.

After a preliminary trip in January, Dr. Bevis arrived to stay on February 1, 1940. He spoke that noon at a luncheon meeting of the Ohio Newspaper Association in annual convention at a downtown hotel. After that he went to his office, hung up his hat and went to work.

The 16-year Bevis administration proved to be a time of sweeping change, not only for the campus but, as it turned out, for the world. The formal Bevis inauguration took place on October 24-25, 1940. In less than fourteen months the disaster at Pearl Harbor plunged the United States into a global war that was to last for nearly four years more. But even before the shooting war ended plans were in the making for the campus changeover to peace time. Then came the veterans' "bulge" and a period of unprecedented University expansion, and, following that, the post-war phase of still more change and maturation, a sort of educational "growing up."

By mid-summer of 1940 the new administration was well launched. At the July 27, 1940 meeting of the Trustees, Dr. Bevis reported the creation of a six-man Committee on Emergency Cooperation with the Federal and State Governments "to advise with him concerning matters arising from the emergency growing out of the European war." The committee consisted of himself as chairman, Vice President Morrill, Dean Charles E. MacQuigg (Engineering), Prof. Henry E. Hoagland (Commerce), Prof. Burrell B. Spohn (Agricultural Extension), and Secretary Carl E. Steeb.

Dr. Bevis recommended that a Trustee be added to the committee and Carlton S. Dargusch was named. Deans Alpheus W. Smith (Graduate School) and Dr. Charles A. Doan (Medicine) were added later. This was because of the direct connection between their academic areas and the national defense and research picture.

Dr. Bevis had been in office just short of nine months when he was inaugurated. Two hundred and one other colleges and universities, including thirty-nine from Ohio, along with thirty-three learned societies were represented at the exercises, held in the Men's Physical Education building. Under the general theme of "The Social Responsibility of the University," five assemblies were held on Thursday, October 24 dealing, respectively, with the University and agriculture, the professions, industry, social services, and humane living. The inaugural dinner was held that evening at the Neil House with speakers representing the student body, the alumni, the faculty, the Ohio colleges, the state universities, and the Land-Grant colleges. President Bevis made a brief response. The formal inaugural was held the next morning in the men's gymnasium with President Emeritus George W. Rightmire presiding. President Clarence A. Dykstra, of the University of Wisconsin, a former Ohio State faculty member, spoke on "The University's Responsibilities in Training for Citizenship."

He was followed by President James B. Conant, of Harvard University, who discussed "The University and a Free Society."

The new President was inducted formally into office by Trustee Herbert S. Atkinson, '13. In closing his charge, Atkinson voiced "the earnest hope and the supreme confidence that your administration of this great office will be productive and successful and distinguished. For you I bespeak the generous loyalty of alumni and students; the inspiration and indispensable assistance of your fellows in the Faculty; the continuing concern of public officials and of the General Assembly of Ohio upon whose interest and support the institution must rely; the good will and understanding of the constituent people of Ohio to whom it belongs." He pledged "the firm support" of the Trustees "in the exercise of your difficult duties."

In reply, Dr. Bevis accepted his responsibility, believing "this University to be an instrument of social progress and I accept its leadership in reliance upon that unseen Power which gives to Man his ceaseless yearning for a better life." He said he shared the belief also "that the door of opportunity must be kept as widely open to qualified students as our resources will permit." This was upon the further "conviction that the very preservation of democracy depends upon the wide diffusion of learning." On the problem of scholastic standards it was his opinion that while "We owe our entrants a fair chance to prove that they can do our work," the University's "glory . . . is in the steady purpose to elevate our standards and improve the quality of our work. To that purpose we shall adhere."

Apart from formal education he touched on the University's services to the state at large. "Both on and off the campus," he asserted, "we stand four square for constitutional free speech. We stand for academic freedom. We recognize, of course, that free speech may be bad taste or bad manners, and we feel no compulsion to provide halls or platforms for empty or offensive mouthings But we expect our teachers to

present the full results of their studies and researches with no inhibitions save those of their own good judgment. . . .”

He foresaw that “the demands upon tax supported institutions are bound to grow heavier, and the provision of tax revenues for their support more difficult.” The University, he added, would welcome and “seek to merit private support” but would “have to rely chiefly upon the generosity of the people through the General Assembly.” He emphasized that “the money put into education is the most productive investment the State makes.” On behalf of the University he pledged a “frugal administration.” On the educational side, he went on, the problem was to know the student’s aptitudes, tastes and capacities and then to “build programs to fit the requirements of most if not all of our students.” He closed on this note:

For us who cherish the civilization wrought by the champions of free spirits and free minds events now making may strike the hour of destiny. In that civilization I was bred, in it I want to live. In my firm belief its perpetuation depends on faith and knowledge, faith to keep us facing to the mark though mists obscure and mountains rise between; knowledge to implement that faith and multiply our powers. To that end I would dedicate myself. To that goal I would point this university.

II

PRE-PEARL HARBOR

1. The Shadow Grows

MORE than a year before Pearl Harbor the University, like the nation, began to take steps geared to the changing international situation. At the start of the Autumn Quarter, 1940, President Bevis announced that the Board of Trustees had authorized a refund of fees to students entering the Armed Forces during the quarter. At the same time, he emphasized, "Young people of college age and ability are being urged that their greatest contribution to national defense is to continue preparation for useful lives."

The campus R.O.T.C. unit was the second largest of its kind in the United States. But as instructors, Reserve officers were replacing Regular Army officers who were being assigned to the Army's newly mechanized field artillery units. Another sign of the times was that the number of applicants for advanced R.O.T.C. training exceeded the University's quota of 363 by 40 per cent.

Vice President Morrill, Dean of Men Joseph A. Park and twenty-seven other members of the staff were assigned to assist with the Selective Service registration at the Armory of men students between the ages of 21 and 35. It was estimated that between 2000 and 2500 would register. President Clarence A. Dykstra, of Wisconsin and, as indicated, a former member of the political science faculty at Ohio State, was named national director of Selective Service. Lt. Col. Lewis B. Hershey, formerly on the campus R.O.T.C. staff, was deputy director. In time Col. Carlton S. Dargusch, w'25, a member of the Board of Trustees, became deputy director when Hershey suc-

ceeded Dykstra. The latter, who was on the Bevis inaugural program, was called away on that occasion by a summons from Washington.

The lives and fortunes of the draft registrants were affected by the formal drawing of draft numbers by lottery on October 29 in Washington. The first number drawn was 158.

The Selective Service Act provided for automatic deferment for students until the end of the school year but made no provision for college or university teachers or employes. Three questions arose: whether to seek deferment for the latter when requested by department or division heads, whether to decline all such cases, or whether to assess the "indispensability" of staff members or employes and then to ask for their individual deferment. The Board instructed Dr. Bevis, with the help of the deans and others, to "appraise comparatively the so-called 'indispensability' of teachers and employes who request University intervention in their behalf or for whom intervention may be sought by others familiar with the nature and importance of their services, and in turn to make representations to appropriate local draft boards requesting deferment of military training under the Selective Service and Training Act for such teachers and employes as he may deem worthy of such action."

There was a question also as to staff members and others holding Reserve commissions. On this the President was directed to follow "the same procedure of comparative appraisal" as above and to make "representations to the appropriate Corps Area Commanders requesting deferment of active duty for such teachers and employes as he may deem worthy of such action." Under Selective Service, moreover, local draft boards could place certain students in Class II-A if they were "necessary" men in preparation for industry, business, employment, an agricultural pursuit, governmental service, and other lines.

While the nation and the University began to gird for national defense the Roosevelt-Willkie presidential election con-

test moved toward its climax. The Roosevelt try for a third term had echoes on the campus. Franklin D. Roosevelt Jr. spoke October 17 in the Commerce Auditorium in his father's behalf under the auspices of the Young Democratic Club. The attendance was given as 400.

But there were dissenting voices on the campus also. One was that of Mark Hopkins, Ohio district secretary, American Student Alliance, who addressed the campus chapter of the Alliance a few days later in the Social Administration auditorium. "Our election has been reduced," he complained, "to a Hitler-like plebiscite in which the people have only the choice of voting 'ja' for war and fascism." The election of either major candidate, he asserted, would be in the direction of "a military dictatorship."

Three points of views were presented at a "peace rally" held November 12, 1940 in front of the Library. One was that of the pacifists advocating complete non-intervention. A graduate student urged aid for the Allies. A spokesman for the American Student Alliance labeled the war an imperialistic struggle and called for isolationism.

Late in the fall of 1940, the Thirty-Seventh Division, the Ohio National Guard unit, began training at Camp Shelby, Miss. In time it was to go to the South Pacific where it was to be engaged in heavy fighting and earned a distinguished record. It was under the command of Maj. Gen. Robert S. Beightler, w'13. Many of its officers and men were from the campus.

Toward the end of November, 1940, organization of the 49th Hospital Unit, U.S.A., was being completed on the campus with personnel from the Colleges of Medicine and Dentistry. Dr. John W. Means, a lieutenant colonel, was director of the unit. Many of the top men on the medical staff held commissions in it.

Dr. N. Paul Hudson, chairman of bacteriology, on a year's leave of absence with the Rockefeller Foundation in France,

was transferred to England to help control the spread of influenza. While in London he went through some of the worst bombing the British capital suffered. Some months after his arrival there he wrote predicting that "The actual invasion of England can never possibly succeed."

Two steps taken in November, 1940 reflected the rapidly changing situation. One was the announcement by Dr. A. Ray Olpin, director of the University Research Foundation, that the annual Industrial Research Conference would not be held because of "unsettled conditions." The other was the appointment of Dean Charles E. MacQuigg, of the College of Engineering, as adviser for the northern half of Ohio in connection with an intensive program of technical training for national defense.

On the campus, Prof. Harry E. Nold, of mine engineering, was put in charge of a program of courses "of college grade but not carrying University credit." These courses, which hundreds of men and women were to take, were designed to train inspectors of materials, chemicals, explosives and power units, and to serve other related purposes. By December 10 there were more than 180 applications for admission to the twenty-two courses proposed.

An echo of the depression days carried over in the fall of 1940 with the National Youth Administration, commonly known as N.Y.A., still in operation. The annual Federal allotment to the University for this purpose was \$158,000 which was enough to employ 1280 students. William S. Guthrie, '32, in charge of student employment, was project director. Student applications were classified according to financial need, along with their academic records. Individual allotments were figured at a maximum of \$15 a month.

A student labor code submitted by the Student Labor Board called for 35¢ an hour as the minimum wage for students working in restaurants, fraternities and sororities. It was estimated that 5000 students worked at least part time of whom 1000

were in the above group. To comply with the state code the minimum hourly rate was raised later to 38¼¢ an hour.

A Works Progress Administration (W.P.A.) official estimated in December, 1940 that in the last five years that agency had spent \$4.5 million on the campus and had employed 900 daily workers. They toiled on such projects as the hospital wing, the Social Administration building, the Derby Hall little theater, the Buckeye and Stadium Clubs, the Chemistry building addition, and the Poultry Science building. In addition, they had painted nearly every building on the campus, had built more than five miles of campus roads, and helped with other major developments.

A major step in closer and continuing cooperation among the five state-supported universities had been taken early in 1939 with the organization of the Inter-University Council of Ohio. President A. H. Upham, of Miami University, was its first chairman. At its first meeting on January 17, 1939 the Council called the conclusion "inescapable and must be frankly faced by all concerned that the state should not embark upon the impossible purpose to build five equally large, highly specialized, and all equivalent universities." At its seventh meeting on November 26, 1940 the Council agreed upon a sort of division of labor. Ohio State was to develop and prosecute graduate work at the Ph.D. level, along with "specialized technological training" and professional education "such as Law, Medicine, Dentistry, Veterinary Medicine, Pharmacy, etc." The others were to "find their fields for constructive expansion, in response to public demand, in liberal arts . . . , education, business and commerce," with programs leading to the bachelor's and master's degrees.

Ohio State had taken a leading role in the organization of the Council and Vice President Morrill became its first secretary. In his first annual report, President Bevis foresaw that the recent move "in our earnest hope and belief, may have far-reaching and constructive significance for the state." This

proved to be the case. The Council served both as "an advisory and consulting body," helped the universities to make common cause in and out of the General Assembly, and made for the best cooperation among them that they had ever known.

Early in the Bevis administration also the Trustees, aided by a faculty committee of which Prof. Hoagland was chairman, worked out a much improved plan for faculty retirement. Trustee Carlton S. Dargusch was a prime mover in this project which greatly improved the retirement benefits. In January, 1941 the Board approved a related step in the form of group life insurance. To this end all faculty salaries were increased by \$1 a month to meet the cost. Permanent members of the teaching staff were required to participate in the plan which replaced an earlier one adopted in 1939.

On the student front a weekly Prexy's Hour in his office was begun January 23, 1941 by President Bevis. "Students are perfectly welcome to come to my office at any time," he emphasized, "for a discussion of any problem, whether it be a personal one or one of common interest. The purpose of this hour is to inject the personal element into my association with the student body." If any inducements were needed, refreshments were served. Attendance ranged from 100 to 175.

Although two dormitories for women, Oxley and Mack Halls, had been provided in 1908 and 1923, respectively, through state appropriations, the outlook from that source was dark for similar facilities for men except for some expansion of the Stadium Dormitories. This dilemma was solved by the passage of a law in 1938 to permit the University to issue bonds for dormitory and other self-liquidating purposes. As an early result what became Baker Hall, a dormitory for 550 men, and Canfield Hall, to house 175 women, were completed in 1940. The former cost \$791,250 and the latter \$356,808, of which 45 per cent came from P.W.A. grants. The remainder was borrowed from the State Teachers Retirement System and was to be repaid by retirement of the bonds.

Early in 1941 there was still opposition from Columbus rooming house operators to any state help to meet the growing need for more dormitories. One of their spokesmen was State Rep. Joseph Nailor who introduced a bill in the legislature that winter to forbid the building of additional dormitories at the state universities, but especially at Ohio State. "If the University is permitted to continue dormitory building," he told the House committee on education, "it will become a menace to the city of Columbus."

To this President Bevis replied that if the Nailor bill passed "it would be indeed unfortunate for the students of Ohio State." In a letter to the committee, Dr. Bevis called the bill "contrary to sound public policy" and said that its enactment would "constitute a disastrous reversal of the long continued policy" of the General Assembly. Early in March, fortunately, the bill was killed in committee.

A few days later University officials were trying to identify the source of numerous mimeographed bulletins posted in campus buildings asking students to support civil liberties and urging the defeat of the Nailor and Phillips bills. The bulletins were signed: "Communist Party, Franklin County." They strongly opposed also any part in "this imperialistic war," and called the conviction of Earl Browder, secretary of the Communist Party, "a flimsy technicality."

2. *Many Voices*

Many kinds of voices were heard on the campus, downtown and elsewhere as to the national policy to be pursued in the mounting international tension. One example was a debate downtown in January, 1941 on "Should Universal Military Training Be Made Permanent?" Prof. Harold J. Grimm, of history, took the negative. "A system of permanent universal military training is, in my estimation," he declared, "not only contrary to American traditions but it is incompatible with the democratic way of life." An opposite point of view was

taken by R. H. Stone, commander of the Ohio American Legion.

That same month a bill was introduced in the legislature to withhold funds from all state universities that did not bar un-American activities from their campuses. The sponsor was Senator H. T. Phillips who had introduced similar measures in previous legislatures. The bill, if adopted, would make it unlawful to circulate literature tending to aid or abet the overthrow of the present form of government or the substitution of another form "by means other than the orderly processes." The proposed penalties were fines of \$50 to \$100 for the first offense and \$100 to \$500 for repeaters.

A gloomy view of the effects of the national defense program on the nation's economy was taken by Prof. H. F. Walradt, of economics, in a talk at the downtown Y.M.C.A. "I cannot face the future with any optimism," he commented. "Whichever nation wins the war it will be in a weakened condition. Tax revenues will fall off. War costs will continue, and we can expect a depression as bad or worse than the one we have just been through. We will then start recovery with a debt of probably 150 billion dollars. It will mean a lowering of the standard of life for the individual and the community."

An unauthorized campus "peace strike," which was part of a nationwide protest by liberal or leftist students against being drawn into the European war, caused a stir in the latter part of April, 1941. A group of students formed a Committee for Democracy in Education. They claimed that the administration refused permission to hold the "strike" despite their willingness to modify their program. About 300 attended an unauthorized meeting at 10 a.m. April 23 in front of the Thompson statue at the head of the Oval. President Bevis held that the group had not complied with University rules governing such matters. He said further that any such meeting should present both sides of the issue.

The distribution that morning of mimeographed handbills

advertising the meeting and telling of the administration's "refusal" to permit it to be held complicated matters. Dr. Bevis insisted "there was no refusal." Those in attendance voted to send President Roosevelt a telegram protesting the sending abroad of any expeditionary force, or the use of U.S. ships to escort convoys. There were two speakers, a Columbus minister and a representative of the Southern Negro Youth Conference.

Two students, a junior and a senior, were picked up by Columbus police and questioned after distributing the handbills at 15th Ave. and High St. City police said they acted upon complaint of campus police. Two other students were taken to the office of the Dean of Men that morning for helping to pass out the handbills.

The *Lantern* of April 24 reported that six students faced disciplinary action before the Student Court for their part in the doings. After a meeting of the Council on Student Affairs, Dean of Men Park announced that University recognition of the campus chapter of the American Student Alliance was withdrawn immediately "because of defiance of University regulations Wednesday by a group using the name of the Committee for Democracy in Education." Bella Tracht, A-4, president of the A.S.A., disclaimed before the C.S.A. any connection between the A.S.A. and the committee. Prof. Cecil C. North, A.S.A. faculty adviser, insisted that all evidence that the A.S.A. alone had instigated the "peace strike" was purely "circumstantial" and that A.S.A. members taking part did so "only as individuals." But Dean Park replied that the C.S.A. inquiry had disclosed that "The Committee for Democracy in Education was appointed at a meeting of the American Student Alliance and that leaders in the committee are members of the Alliance."

The same issue of the *Lantern* reported that the committee which circulated petitions incident to the "peace strike" distributed another circular the same day accusing the University administration of "frequently violating civil liberties on the Ohio State campus." Dr. Bevis called the accusation "untrue"

and pointed out that "no effort was made to prevent the meeting Wednesday" (the "peace strike"). Commented the *Lantern*: "In view of these facts, the action to strike seemed somewhat hasty. Perhaps there is need for a mediation board on the campus."

A day later, April 25, the chief justice of the Student Court defended that body, pointing out that its "sole and only function" was to determine whether the meeting violated the rules and whether the six students were implicated. This followed an A.S.A. meeting which voted to send a letter to Dean Park demanding immediate reinstatement. The group planned an appeal also to Governor John W. Bricker and to the faculty, denied responsibility for the "peace strike," and gave full support to the Committee for Democracy in Education and the six students involved.

The Student Court on April 28 recommended a reprimand for the six students but no further action. It remarked also that "certain members of the University administration, in turn, might have acted with more discretion." Dr. Bevis and Dean Park declined to comment on the finding. A Student Senate resolution two days later commended the Student Court for its handling of the case.

President Bevis in an official statement May 6 approved the action of the Student Court in disposing of the "peace strike" case. "The only injury done," he remarked, "is that to the University due to the publicity resulting from false statements in the dodger calling the meeting. It is to be hoped that those responsible for these statements realize the harm they have done their Alma Mater." In a letter to one of the speakers, President Bevis emphasized: "That you were led to violate the legal University regulations is a matter of regret. That no issue of free speech or free opinion was involved is perfectly clear."

That spring other dissident voices were heard on the issue of war or peace, many from the campus but some from among visiting speakers. A poll, conducted by Journalism students,

among men of draft age, men under 21, and co-eds, showed an overwhelming majority opposed to U.S. entry into the war. About two-thirds were against U.S. convoys of war materials to Britain. Yet five-sixths of those polled believed that the U.S. would enter the war.

Bolton Davidheiser, a fellow in zoology, was one of six conscientious objectors registered for Selective Service from Ohio ordered to report to Camp Richmond, Ind., to perform work of "national importance." He was a Quaker, whose home was in Pennsylvania.

A pageant, "I Am an American," drew a throng of about 4000 to the north end of the Stadium on May 19. The University Band took part, the national anthem was sung, and there was a massing of the colors. President Raymond A. Kent, of the University of Louisville, the main speaker, talked on "The American Ideal." Four days later, Philip LaFollette, of Wisconsin, speaking in the chapel under the auspices of the Student Peace League, declared "There is no question as to what the people of this country want—and that is no war." He added that he was opposed to the United States "fighting somebody else's war."

But on June 4, Herbert Agar, Pulitzer prize-winning editor of the Louisville *Courier-Journal*, told an audience in the Commerce Auditorium, "I believe we should go to war tomorrow." He was sponsored by the Student Defenders of Democracy. "I am not interested in the fate of the British Empire," he asserted, "but I am interested in the preservation of our democratic ideals."

A student move to bring ten refugee students to the campus the next year, meanwhile, was something of a fizzle. Of \$2500 sought for the purpose only \$125 was collected, although outside gifts later brought this to \$290.

University officials took stock early of the probable effects upon the enrollment and campus life of the operation of the Selective Service Act. Dean Park predicted correctly that the

law would result in a sharp decrease in enrollment in the fall of 1941. Of 9500 men students on campus in the winter of 1941 it was estimated that 32 per cent were eligible for Selective Service.

Assistant Dean of Men Frederick Stecker warned the Council of Fraternity Presidents to "prepare for the worst in any ensuing emergency," that is, war. When it finally came many fraternity houses were vacated or were converted to other uses. Stecker urged each chapter to make an analysis to determine how many of its men would return in the fall of 1941, small chapters should try to fortify themselves, pledges should be trained so that they could take over major positions if necessary, and the fraternities should operate on a sound financial basis.

Col. Otto L. Brunzell, R.O.T.C. commandant, said that all students completing the advanced military course would be called into active service in the Regular Army in the summer of 1941. But students not graduating in June, or those working in national defense industries, he added, were likely to be deferred.

The shape-up reflecting the mounting involvement of the United States toward active participation in the war in the spring of 1941 was in two directions: the expansion of engineering courses cued to the national defense and in the effects of the Selective Service law upon men students. Early in May it was announced that five such engineering courses would be offered on the campus between June 18 and September 5. Three were to be basic engineering courses, one in the chemistry of explosives, and one in radio engineering. They were open to women as well as to men. The first such offerings were already in progress as evening courses.

In regard to Selective Service, President Bevis named Dean Park coordinator of the University's program to help students registered under the act. About 3000 were so registered, 2096 on the campus and the remainder with their local boards. To

assist Dean Park there was a general advisory committee besides faculty committees in the various colleges.

On May 6 some seventy-five deans, junior deans, college secretaries and members of college deferment committees discussed procedures for students requesting deferment on occupational grounds. An announcement was read in all classes asking students registered for the draft, except graduating seniors not expecting to continue college work, to register with the Dean of Men's office. President Bevis and Vice President Morrill emphasized that not all students would be recommended for deferment just because they were studying in fields held essential for defense. Such recommendations would be made only for students having at least two years of college work beyond the high school, with average or better records, and "more than usual promise of effectiveness in their chosen occupations."

3. *Campus Changes*

A number of organizational changes were approved or occurred during the latter part of the 1940-41 school year. At their March 10, 1941 meeting the Trustees accepted the report of a special committee on the organization of a Faculty Council, but the minute gave no details. This was one of the most far-reaching steps the University had taken in many years since the new Council, in effect, supplanted the general faculty to a degree as a legislative body.

A plan to establish a Faculty Council was presented in the fall of 1940 by a so-called Committee of Nine, appointed May 28, 1940 by President Bevis, with Prof. Harlan H. Hatcher as chairman. The tentative proposal was submitted first to the Administrative Council, to the Conference Committee of the Teaching Staff, and to the Rules Committee. Later it went to the general faculty which approved the plan, after some revisions in the original, on February 11, 1941.

The purpose was to give better representation to the faculty and to make for more efficient administration. The faculty had

grown somewhat unwieldy and, while it met monthly, interest in and attendance at meetings were at an ebb. It was difficult even to get a quorum although the minimum number required was only forty, or less than 10 per cent of the total. Of late years it was only on special occasions that as many as 100 faculty members attended.

Basically the new plan called for a council of forty-five elected faculty members and fourteen ex-officio. The latter included the president, the vice president, the secretary of the faculty, and the deans of the ten colleges and the Graduate School. Elected members, representing fourteen interest "Areas," after the first election were to serve for three years. The registrar, the librarian, the University examiner, and the college secretaries were to be corresponding members with the right to take part in discussions but not to vote unless elected as an area member.

In support of the necessary rules changes, it was argued that they were "urgently needed," and "They will do much to restore democracy to the faculty. They will also promote efficiency in the administration of the institution. They are in the main current of the best tradition of administrative organization and the most effective formulation of policy."

Subject to the authority of the faculty and the approval of the Trustees, the Council was empowered to "establish rules and regulations for the conduct" of the University's educational activities, to "act upon all matters of routine faculty business in pursuance" of established policy, to "receive reports from all University Councils, Boards, Committees and Faculties and take appropriate action thereon," and to "present subjects for discussion and other matters of business to the University Faculty for consideration and decision."

But the Council was not to "exercise legislative functions in matters involving new educational policy for the University." It could initiate the discussion of new matters concerning such policy and "refer new questions with its own recommendations

thereon" to the faculty for final action. It could also, "according to its discretion, act upon specific cases involving new questions of educational policy on which immediate action is imperative." In such cases it was to report its action to the next general faculty meeting "in order that the questions of educational policy may be determined."

Once the new plan was in effect, the general faculty was to meet quarterly during the regular school year. Special meetings could be called by the president or through faculty petition.

Among other changes an Occupational Opportunities Service was created in the President's division as of July 1, 1941. At their June 16, 1941 meeting the Trustees named the pathological museum founded by the late Dr. Ernest Scott, son of former President W. H. Scott, the "Ernest Scott Museum of Pathology." Dr. Ernest Scott was chairman of the department of pathology at the time of his death in 1934. They also approved the award of the Benjamin Lamme Medal to Harry C. Mougey, '11, '35, for his outstanding work in chemical research.

At the July 26, 1941 meeting the Board approved a recommendation of outgoing Dean J. H. J. Upham, of the College of Medicine, for the establishment of a 3-year curriculum in nursing leading to a certificate of R.N. This was done "in the interest of national defense which has developed a grave shortage of nurses." Students enrolled were to have maintenance in dormitories—room, board, laundering of uniforms and remission of fees except matriculation. Early in November, 1941 the Trustees authorized the creation of a department of pediatrics, effective at once, with Dr. Earl H. Baxter, '18, as chairman.

For some time two special committees had been studying the complicated matter of standardizing faculty appointments, promotions and pay. Dean Walter C. Weidler, of the College of Commerce and Administration, headed the special Administrative Council (deans) committee. The faculty committee on Departmental Organization, Procedure and Control had Prof. Robert E. Mathews, of the College of Law, as its head.

President Bevis asked Dean Weidler and Prof. Mathews to suggest a joint plan for presentation to the Trustees. This they did on November 21, 1940. In a letter to the faculty February 14, 1941 Dr. Bevis said it seemed to him "the time is now ripe for action."

He presented the final report, entitled Academic Appointments, Tenure and Promotions, to the Trustees at their July 26, 1941 meeting. The introduction of the report emphasized "the imperative need for a united and constructive attack on the general problem with two objectives in mind. First, the formulation and adoption of sound criteria for the selection, retention and promotion of staff members and second, the development of procedures that will assure the Faculty and the Administration that the criteria adopted will be reflected in the administration of the affairs of this University."

In the late 'Twenties a special Administrative Council committee had begun work on a statement of faculty personnel policy and to fix criteria for appointments and promotions. After approval by the Council, the Trustees adopted this report on March 31, 1931. They amended this March 13, 1933 as to requirements for assistants and graduate assistants, and fixed the minimum salary for instructors at \$1800. This action came about as a result of recommendations made by the so-called Klein Committee which went over the University with a fine-toothed comb in 1932-33.

The 1940 faculty committee report pointed out that one-fourth of the instructors had been on the campus five years or more without promotion and that 9 per cent had not been promoted for ten years or more. Faculty sentiment was strongly against such a condition. The report conceded that "budgetary limitations and humanitarian considerations" were partially responsible for these conditions. But it emphasized that "it is difficult to escape the conclusion that these unfortunate conditions are, in part at least, the more or less inevitable result of a failure to create a system or plan for their application."

The report minced no words as to three other "specific conclusions": one that possibly "the claims of individuals, whose qualities merited promotion, have been neglected"; second, that persons of mediocre abilities and promise had been permitted to stay on the staff "with a resulting disservice to the University and to their own long run fortunes"; and third, the morale of the junior staff had been affected adversely "by long deferred promotions and by the uncertainties which surround the vitally important matters of tenure and advancement." With enrollment showing signs of leveling off because of the approach of war, the report added, considerations pointed to "the necessity of a more careful selectivity in matters of both retention and promotion than have obtained in the past."

The University faced a two-fold task: one, "it is necessary not only to establish criteria for the selection, retention and promotion of the members of the staff, but also to set up a procedure or system which will offer a reasonable assurance that these criteria will be given effect," and second, "it is necessary to conserve not only the interests of the faculty but those of the institution as well."

The report was fifteen printed pages long. After the Introduction and Statement of the Problem, Part III laid down fifteen principles as to Selection, Promotion, Privileges and Duties of Persons of Academic Rank. Part IV dealt with Administrative Implementation, and Part V with Application of Principles to Particular Ranks. Part V, among other things, set minimum faculty salaries as follows: instructors, \$1800; assistant professors, \$2750; associate professors, \$3500; and professors, \$4000.

The Board at its July 26, 1941 meeting adopted the report in principle except as to minimum salaries because these were deemed "impractical" in the light of current conditions. The resolution provided further that "in so far as may be deemed feasible by the President, the provisions of the report be given immediate effect." The Board also declared the policy "of

putting the report into effect in its entirety whenever the financial condition of the University may warrant such action," and directed the President "to bring the matter to the later attention of the Board when, in his judgment, the University is in such financial condition."

Five days before the Board meeting, Dr. Bevis sent a letter to the faculty to the effect that "The prospective decrease in our enrollment, with its attendant diminution of income, imposes upon us an obligation to examine thoroughly the organization and program of the University." Recalling that it was nine years since the Klein Committee had closely scrutinized campus offerings and activities, he named a new five-man committee "to investigate and make recommendations." The Council on Instruction had already begun a survey of courses and the Faculty Council had taken cognizance of the situation in late June. Dean Alpheus W. Smith, of the Graduate School, was chairman of the new committee.

A related proposal by the Conference Committee of the Teaching Staff came to nought at this July 26 meeting. At a meeting nine days earlier, the committee voted to ask the President and Trustees to "consider the effects on the budget which a decrease in student fees will cause" and to counter this by declaring the resulting situation "a grave emergency and by requesting the State Board of Control to provide sufficient funds to make up the deficiency . . ." The committee hoped that the Board would "accept the suggestions made in the light of our desire to assist the University in adequately meeting its problems." By unanimous vote the Trustees laid the matter "on the table."

The campus Student Refugee Committee sponsored four refugee students, two women and two men, in the Autumn Quarter, 1941. This was in cooperation with New York and Philadelphia agencies. The two men refugees were from Berlin, one girl was from Riga, Latvia, and the other from Kaunas,

Lithuania. Prof. Roland J. Stanger, of the College of Law, was chairman of the campus committee.

Meanwhile the number of foreign students on the campus was down considerably that fall. In 1939 there were seventy-five such students. Now because of wartime conditions there were only twenty-five.

A relatively small step that was to cast a much larger shadow twenty-five years later was approved by the Trustees at their November 8, 1941 meeting. This was to grant Franklin County certain parcels of land along the Olentangy River Rd. to permit the county, with W.P.A. help, to widen and improve the road. The improvement was in the vicinity of Lane Ave. and the River Rd. A minor provision was to permit the county to "enter upon the 6.15 acre tract," known as the Mary E. Hess tract along the east side of the road, to construct 1170 feet of drain tile with catch basins. This was to extend "to a point in the flood channel of the Olentangy River." In 1963-64 and later, the University, after adopting a new master plan which called for extensive development west of the river, was involved in a controversy over a county-state proposal to move the River Rd. westward close to the Chesapeake & Ohio Railroad.

Another sign of the growing emergency in 1941 was the halt called to campus building plans. These involved nine projects, three of them major, for a total of \$1,216,875. The only bids opened were well over the estimates. Not only were all bids rejected, but Washington officials asked everyone to hold construction in abeyance so that critical materials could be conserved for national defense. University officials were unable to obtain any certificates of priority. But Howard Dwight Smith, University architect, was authorized to go ahead with plans on all of the projects, instead of one building at a time, in the hope that the situation might clear up or some other solution would appear.

In October, 1941, President Emeritus George W. Rightmire

returned to the campus voluntarily in a teaching capacity. He had a class of twenty-two, mostly juniors, in a course on democracy, a subject offered in the new General Studies program of the College of Arts and Sciences.

4. *The Annual Report*

An early innovation of the Bevis administration was a streamlined annual report. Such a report, technically by the Trustees to the Governor and the citizens of the state, is required by law. Actually the report is prepared by the president and his office. The one in question was the 71st Annual Report. In place of the earlier "stuffy" report by colleges, departments and other agencies, this was an attractive 50-page booklet with illustrations.

This 71st report covered the school year ending June 30, 1941. As the context showed, however, it went to press as the nation entered upon "a state of declared war with the Axis powers." As part of the *University Bulletin* series, it bore the date of February 14, 1942. (Some of the summary that follows is necessarily repetitious.)

Dr. Bevis began the report with a special message to all alumni, to whom copies were sent. In explanation he said this was by way of "fulfilling a personal pledge to keep as *close contact* with graduates and former students as I can possibly manage." He voiced "a sincere conviction that the alumni are the University's front line constituency and that the outstretched hands in this relationship should reach in *both directions*." He called the alumni "the *living manifestation* of Ohio State," urged them "to help us" and cited ways in which the University was seeking to enable them to "keep in touch with the campus and 'keep up' in your field."

He called special attention to the University's war effort. "We hope to write a very productive chapter in this emergency," he emphasized, "with our special research projects, with our accelerated program, with our adult evening training

classes, with our R.O.T.C. regiment and with our civilian, industrial, farm and labor institutes." He added that the University was interested in alumni contributions to the war effort and invited the alumni to write to him personally.

As to the declaration of war, he observed in a foreword, "In a very real sense we were at war before and our whole national policy was controlled by that fact." Yet after the Japanese attack, he added, "Unity came overnight." He put it in this vein:

To the University too, the declared war has brought unity and increased tempo. The activities of faculty, students and University families are being channeled to national purposes. Systematic efforts are being made to give individual counsel to students in doubt as to their best courses of action. In the interests of the nation's defense, students are being urged to make the best use of their available time, so that they make take with them, when called to service, the best preparation they can secure.

Ohio State University, alongside camps and factories, takes its place as an agency for arming the nation.

While attention on the campus would be directed increasingly to the war effort in the months ahead, he noted in the introduction to the report that consideration would continue to "be given . . . to advancing the frontiers of knowledge through experimentation and research, to disseminating that knowledge in the classrooms and off the campus, and to serving the citizens of the state." He stressed also the outreach of the University to the people of the state through extension work, the campus radio station, and "the on-campus and off-campus programs for people in many lines of endeavor. . . ." In this area he hoped that "even greater service" could be rendered.

Dr. Bevis recalled the "important steps" taken during the year "to improve the effectiveness of the entire University program—its teaching, its research, its administration, and its public service." In this connection he cited the organization of the Faculty Council, the creation of the University Policy

Committee, and the extension of the work of the Council on Instruction. All of this, he went on, added up to how "the University is making a thorough self-appraisal of all its activities." This, in turn, reflected the belief that "there is always room for improvement" and that in return for the public investment the University accepted "without reservation its obligation to render service."

In the months prior to Pearl Harbor, he recalled how the University entered into the government program of short engineering courses "of college grade" in the form of Engineering Defense Training courses directed by Prof. Nold. Between January and June 30, 1941 such classes were conducted under University auspices not only on the campus but in Middletown, Springfield, Mansfield, and Martins Ferry.

The University Research Foundation was another activity whose manpower and facilities were diverted largely to the needs of national defense. In particular it had the responsibility for negotiating and administering all government defense research contracts involving University personnel and equipment. As a beginning, during 1940-41 twelve such contracts were entered into.

Other defense activities Dr. Bevis listed included: a co-operative plan devised by Dr. John W. Wilce in connection with aviation medicine; the Civilian Pilot Training program, begun in 1939, in which during the year ending June 30, 1941 a total of 164 students were trained on the campus; a 3-year nursing training program, in addition to the regular curricula; assistance to the Army, Navy and Marine Corps in their recruiting programs, highlighted by a visit to the campus by Admiral Harry E. Yarnell as a result of which 97 out of 162 men who took the physical examinations were accepted.

Other related items noted by Dr. Bevis, included: provision for a new military science building out of U.S. funds, expansion of the R.O.T.C. program, inauguration of a night school for

non-college Army Air Corps* candidates, and assistance with the national Selective Service program. This last consisted in helping local Selective Service boards in reclassifying student registrants, with Dean of Men Park as campus co-ordinator and separate college committees to handle individual deferment applications and claims.

On this last point the president emphasized that "The University has been careful to recommend deferment only for students preparing themselves as 'necessary men' in carrying on important civil functions, or in the defense programs. Students in the Colleges of Commerce, Arts and Sciences, and Education were seldom recommended for deferment since relatively few of them could qualify under the 'necessary man' requirement. The professional schools enjoyed a special status and almost all of their students doing satisfactory work were recommended for and received deferment."

Apart from new activities related to national defense and to the regular academic program, the University extended its public service in 1940-41 in other ways. The Adult Evening School, for example, offered some seventy courses during the year with a total enrollment of 1400. In June, 1941 more than 450 alumni came to the campus for the annual Alumni College, a joint program of the Alumni Association and the College of Arts and Sciences. WOSU, the campus radio station, broadcast a wide variety of programs with a total of more than thirty-eight hours a week on the air.

The professional colleges enlarged their outreach. In the College of Law the Legal Aid Clinic, in cooperation with the Red Cross, arranged to render legal service to men in active service and to members of their families. The College of Medicine held its eighth Post-Collegiate Assembly in Medicine with 250 registrants. Similarly the College of Dentistry had its third Post-Collegiate Assembly with 367 in attendance at the two-day

* Correct name of this arm. In the sources it appears variously as "Air Force" and as "Army Air Forces." Such references have been corrected throughout. It did not become the U.S. Air Force until 1947.

session. Both colleges also had special short courses. The Colleges of Veterinary Medicine and Pharmacy likewise held Post-Collegiate Assemblies.

In the area of the Graduate School and advanced research, completion during the year of the electron microscope was cited as "a most important advance in the research program of the University." This instrument, with a magnification of 20,000 diameters, made it possible to observe large molecules and particles too small to be seen with an optical microscope. It used rays of electrons for magnification instead of the rays of light in the conventional compound microscope. The instrument was the gift of Julius F. Stone, longtime Trustee and benefactor of the University.

This microscope was one of three major units in the Radiation Laboratory which, in turn, was the joint enterprise of four departments—physics and astronomy, electrical engineering, chemistry, and medicine. The two other major units were the cyclotron and a high voltage Van de Graaff generator. The latter was still under construction. Another area of inter-departmental pooling of scientific interests and facilities for research was in nutrition and food technology for which an advisory committee was set up. The University Development Fund was a major factor in making these activities possible.

The cyclotron, completed during the year, had been under construction for two and a half years. Its purpose was to produce high energy bombarding particles to bring about the transmutation of known elements. At least six departments were using the cyclotron or materials it produced. In this connection, the report pointed out: "Important discoveries have been made, 286 isotopes, never before known, have been synthesized. Important applications of at least a few of these new isotopes are already indicated," as for example, two in the treatment of leukemia.

Another major addition during the year was the acquisition by the College of Veterinary Medicine of a deep therapy X-ray

unit. This, too, was made possible by the help of the Graduate School and the Development Fund.

On the undergraduate level a major step was the adoption of a two-year program of General Studies administered by a University-wide council. It was designed to afford "a broad and systematic understanding of their social and natural environment" to students not planning to remain on the campus for more than two years. It was to become operative in the fall quarter, 1941. It was the result of seven years' study "to solve the problem of those students who do not desire or who are unable to follow the regular 4-year curricula."

The dormitory picture brightened with the opening in September, 1940 of Baker Hall, the first men's dormitory on the campus since 1906. This was made possible by a new law permitting the sale of bonds for this purpose, plus a Public Works Administration (P.W.A.) grant. Baker Hall now had a capacity of 550 students. Canfield Hall, a new women's dormitory, was opened also in September, 1940. It accommodated 175 women students and raised the number of women housed in University dormitories to 734. The P.W.A. also helped to make Canfield possible. The Stadium Cooperative Dormitories continued to provide low cost housing for men with 180 in the Tower Club and 120 each in the Stadium and Buckeye Clubs. The Tower Club even issued a yearbook.

[The Inter-University Council of Ohio in late 1941 had come, as the report put it, "into full realization" of its aims and purposes. This marked a new stage in the relationships of the five state universities to each other and an acknowledgment that in matters of common concern they would stand or fall together.] The purpose of the Council, as defined in 1939, was "To formulate, in the interest of emergency and economy, a coordinated program of nurture and support which will strengthen each of the five state universities within the limitations of their own best competence and reasonable public

demand." The germ of such an idea evidently began in two meetings as far back as 1914.

At its meeting on November 26, 1940 the Council adopted a resolution which called the state's opportunities to meet the educational needs of Ohio youth "evident and compelling," predicted a "steadily increasing demand of the people" for such training for their children, and warned that "unless met by the intelligent development of the existing institutions," a demand for new ones would result in expensive duplication of plant, equipment and personnel. It pointed to the favorable geographical location of the five universities and declared that "the necessity now" was for a coordinated program to enable them "to offer a unified program to the state as a whole." A need for reasonable expansion in some respects was clearly recognized, but the resolution warned, as noted, that the state should not undertake to build five identical universities comparable with the Universities of Michigan, Wisconsin, Minnesota, and Illinois.

To implement the principles laid down in the resolution, the Council "sat together for the first time in the history of the state in the formulation and the presentation to the General Assembly of Ohio of a jointly agreed upon request for building appropriations to meet the needs of the five state universities." This asking totalled \$4,500,000 apportioned on the basis of their respective student populations. The amount subsequently granted was \$2,215,510 of which Ohio State's share was 55 per cent.

The Council proved to be a two-way street. Late in February, 1941 State Finance Director Herbert D. Defenbacher had advised the universities, through the Council, that the governor could not recommend more than an increase of \$1,000,000 for their combined operation and maintenance. They were asked to "apportion this increase among themselves."

This joint effort on the part of the state universities was a long step forward in state-supported higher education in Ohio.

The original five were joined later by Central State College. The recognition of the primacy of the Ohio State University in graduate and professional work was basically in reiteration of the policy laid down by the Ohio General Assembly in 1905 in the Lybarger Act. This declared, in effect, that Ohio State was *the* state university of Ohio and should have permanent priority in certain fields including technical lines and graduate work. But time altered things and despite the November 26, 1940 agreement the other state universities in the postwar years began to grant the Ph.D. degree in limited numbers.

Apart from the inauguration of President Bevis and the mounting national emergency, the year 1940-41 was notable on the campus for these events and developments:

The appointment of Charles F. Kettering, '04, and the reappointment of Herbert S. Atkinson, '13, to the Board of Trustees; actually that of Mr. Kettering was a reappointment also since he had served earlier.

The award of honorary degrees at the June commencement to Anne O'Hare McCormick, of the *New York Times*; E. G. Bailey, '03, engineer and inventor; and Lieut. Gen. Stanley H. Ford, '98, U.S. Army.

The retirement of such faculty notables as Dean John H. J. Upham, medicine; William Lloyd Evans, '92, chemistry; Joseph A. Leighton, philosophy; and George H. McKnight, English.

The appointment of two new deans: Arthur T. Martin, in Law; and Dr. Hardy A. Kemp, in Medicine.

Gifts and endowments to the University for the year ending June 30, 1941 amounting to more than \$315,000 and ranging from \$2.75 to \$55,500.

Legislative appropriations of \$8,008,955 for operation and maintenance and \$1,216,875 for new buildings—nearly \$1,900,000 less than the amount sought.

III

PEARL HARBOR AND AFTER

1. *Signs and Portents*

IN THE fall of 1941 the war clouds were increasingly ominous but few persons on the campus realized how menacing they really were. On November 17 it was reported that the Japanese had announced their minimum terms for peace in the Pacific. Eleven days later a *Lantern* headline called the Japanese "compromise" hopeless and it was added that U.S. merchantmen might be armed in the Pacific. Yet that same day, a Chinese woman speaker on the campus, who was the wife of the deputy commissioner of the Central Bank of China, declared that the Japanese were bluffing.

On December 2, a leading member of the history faculty, speaking at the weekly Coffee Hour, predicted "There will be no sudden declaration of war or immediate naval operations in the Far East." At that very moment the Japanese fleet was on its way to Pearl Harbor. (Two days after the attack, the *Lantern* described this historian as explaining "with a wry smile" that the Japanese military clique had prevailed.)

As tension mounted that fall most students, according to a *Lantern* poll, were opposed to U.S. entry into the war. The *Lantern* survey, on the question, "Should the United States declare war on Germany now?", reported that only 13 per cent of those questioned answered yes, 83 per cent no, and 4 per cent had no opinion. Three days later the *Lantern* said that results of the local campus poll were in line with those obtained in a nationwide campus poll.

"Billy" Graves, longtime professor of English who since 1900 had written the "Idler" column for the *Lantern*, expressed

himself strongly in his column. He criticized the United States and Great Britain for making "a mess of Iceland." The British, he said, had "dumped" 80,000 troops on the island and the United States had joined in, "using as a pretext one of those national hypocrisies which nauseate honest-minded men." Graves was criticized for his viewpoint. Old friends turned against him and the *Lantern* itself was criticized for letting him express such opinions.

Another poll of student opinion at the time of Pearl Harbor indicated that students felt the defeat of Hitler was more important than staying out of war—57 per cent to 43 per cent. Three days after Pearl Harbor, and long before the real extent of that disaster was known publicly, a *Lantern* editorial declared that "Japan is still only an incident in the Pacific."

As indicated earlier, the University had shown a good deal of foresight as to the ultimate involvement of the U.S. in World War II. One step was the creation of the faculty Committee on Emergency Cooperation with Federal and State Governments to advise Dr. Bevis, as noted, as to "matters arising from the emergency growing out of the European war." The president had reported this to the Trustees as far back as their July 26, 1940 meeting. After Pearl Harbor the name of the committee was changed to the Committee on War Activities with Prof. Hoagland as chairman.

Some weeks before Pearl Harbor the University had begun to take stock of itself in the light of an approaching but still undefined national crisis. To this end, President Bevis in October, 1941, as noted, set up the University Policy Committee "to examine all offerings and activities of the University." Its members were Deans Alpheus W. Smith, (Graduate School), chairman; and Arthur J. Klein, (Education), and Profs. Edison L. Bowers (economics), Laurence H. Snyder, (zoology and entomology), and Clyde T. Morris, (civil engineering), with Carl M. Franklin as secretary.

There was a parallel between this committee and the three-

man Klein Committee which in 1932 similarly went over the University critically. The new committee was representative of the new Faculty Council, (which had its first meeting on May 13, 1941), the Administrative Council, and the Council on Instruction. Its purpose, in Dr. Bevis's words, was "to conserve the benefits of the labors of the 'Klein Committee' which undertook a similar task nine years ago."

2. *The First Shock*

Sunday, December 7, 1941 began about like any other pre-Christmas Sabbath on the campus. It was near the end of the Autumn Quarter. The weather was slightly cooler than normal and a little snow was to fall the next day. In the afternoon the customary White Christmas was observed in the Men's Physical Education building with the traditional rendition of Handel's "Messiah."

The war in Europe and North Africa raged on. Lend-lease had been in operation for some time. The nation was girding itself into a state of increased preparedness. Trouble was in the air, but there was still a faint hope that the United States might somehow draw back from the abyss of war. That very day the Sunday newspapers blazoned the news that President Roosevelt had made a direct appeal to the Japanese emperor and that the Japanese envoys in Washington had asked for an early afternoon appointment with Secretary of State Cordell Hull. As it turned out, the die was already cast and the issue was beyond negotiation.

Only five days earlier, as noted, a campus authority, speaking at the weekly Coffee Hour on "Problems in the Pacific," had declared flatly that "The last thing Japan is likely to do is to declare war on the United States." He saw no "immediate likelihood of peace," however, and conceded that there was always the risk that Japan would gamble on a German victory in Europe. A colleague, three days before, in a talk over WOSU, the campus radio station, was of the opinion that Japan was stalling for time probably to mobilize troops in Indo-China or Burma. But he

believed that a naval war between Japan and the United States was more than possible.

It was about breakfast time in Honolulu and early afternoon in Columbus when the Japanese made their three bombing runs over Pearl Harbor and vicinity. Radio network programs were interrupted so that the stunning and incredible news could be announced. Even then, between secrecy and confusion, there were only scattering details as to what really occurred at Pearl Harbor on what President Roosevelt the next day called a "date which will live in infamy." It was a year, in fact, before the government lifted the curtain of secrecy and the full extent of the disaster was known.

Top *Lantern* headlines shouted the news on December 8:

WAR VOTE PASSES CONGRESS

and

Campus Prepares
To Aid War Effort

First reports from Honolulu were meager and uncertain. One estimate said the number of casualties might reach 3000. An Associated Press summary reported that the Japanese attacks "had resulted in the capsizing of an old battleship." The White House admitted that such a vessel had turned over in Pearl Harbor and a destroyer was "blown up." Even the first Japanese reports claimed only two U.S. battleships sunk and four others damaged along with two destroyers sunk and four heavy cruisers damaged.

All kinds of rumors quickly filled the air. From New York City on December 9 came word of an "official warning from Washington" that hostile planes were approaching the metropolis which actually had two alerts. And from the west coast that same day came a bulletin to the effect that the first hostile planes to fly over the continental United States had been "reconnaissance flights over industrial plants and the navy yard in the Golden Gate area" but had dropped no bombs. All of these and other similar rumors proved groundless.

Meanwhile the campus changed rapidly to a war footing. The Roosevelt war message to Congress was broadcast in the chapel. In quick succession President Bevis called a student mass meeting, another with the faculty, had a second message for students, set up the University War Activities Committee, and designated the office of the Dean of Men to handle Selective Service matters.

Since the Autumn Quarter was nearly over, Dr. Bevis followed up the initial steps by sending a letter to parents of students and by taking to the radio during the Christmas vacation. He urged men students, in short, that they could serve their country best by remaining in school until called into service.

By a coincidence the Board of Trustees held its regular monthly meeting on Monday, December 8, with five of the seven members present. It gave routine approval to the normal recommendations as to resignations, appointments, changes in title and other sundry items presented by President Bevis. It approved also the list of candidates for degrees at the December convocation and the creation of a Consumer Education Institute. But the only reference in the minutes to the war was very indirect. It was to the effect that "the Engineering Defense Training" the University had been carrying on under a contract with the government "has now been superseded by the Engineering, Science, and Management Defense Training," with Professor Nold continuing as director.

If there was any Board discussion of the war, as there must have been, it was not of record. In fact, to anticipate, neither was there any direct mention of the war in the minutes of the January 12, 1942 meeting. The only related reference concerned "a general statement" President Bevis made concerning "the matter of accelerating the work of the University in order to shorten the time required for students to complete their prescribed courses." He added that a special faculty committee had been named "to explore this matter."

Less than fourteen months had elapsed between the prophetic peroration in Dr. Bevis' inaugural address, in which he referred

to "the hour of destiny," and the actual blow at Pearl Harbor. The campus, like the nation, changed swiftly from a semi-war footing to one of full preparation and participation. Unlike the situation in World War I, twenty-four years earlier, the University did not formally offer its manpower and facilities to the Federal government. As a matter of fact, all of its resources were made available for the prosecution of the war.

Perhaps the first question was what students should do, especially men students. Dr. Bevis personally supplied the answer to this, as indicated, by urging them to continue their schooling as the best means of serving the government until officially called to duty. Machinery was established through the office of the Dean of Men to handle individual questions regarding Selective Service and induction.

But there was a mounting exodus from the campus, slowly at first. From the Autumn Quarter, 1940 to the corresponding quarter of 1941 the enrollment fell from 13,007 to 11,730. In the Autumn of 1942 the figure still stood at 11,691. The following winter it dropped to 10,099 but, to anticipate, greater shrinkage came by the Spring of 1943 when it fell to 6754, a reduction of 48 per cent from the Autumn, 1941. A considerable number of faculty and staff left also, many of them for military service, others for war research or other activities related to the prosecution of the war.

But if there was an outflow from the University there was also shortly an inflow. This was in the form of special training programs set up for men in the armed services. As will be seen, they came and went after a time by the hundreds. Some stayed only briefly for special schools or other instructional programs of limited duration. Others were in uniform but continued their accelerated programs in professional colleges, especially Dentistry, Medicine and Veterinary Medicine.

Life on the campus was changed sharply. The University now went on a full war footing, with accelerated programs and special courses and other offerings geared to the war effort. The military presently took over nearly all of the women's dormitory

facilities. The women, in turn, occupied fraternity houses, some of which were closed for the duration.

The role the University, including its alumni, played in World War II falls into three major parts: special schools and training programs established and maintained on the campus, the taking on of numerous war research projects through the Research Foundation and other campus agencies, and active participation in the Armed Forces. The number of alumni and former students in uniform during the war ran well into five figures. The exact number will probably never be known despite efforts to maintain an accurate count with supporting records. The University's Roll of Honor of known war dead ran ultimately to 699.

By 1940 and early 1941 the University, as indicated, had undertaken the Civilian Pilot Training program and had offered a short course on explosives, to name only two such activities. With the onset of the war much more ambitious programs were undertaken, as will be seen, such as the Navy Recognition School, and that in Engineering, Science, and Management Defense Training, known as E.S.M.D.T. The peacetime R.O.T.C. programs were discontinued presently but accelerated advanced R.O.T.C. programs were maintained in Dentistry, Medicine and Veterinary Medicine. There was also what was known as the Navy V-7 program.

Research was intensified in a number of areas, especially chemistry, radiation, and medicine, to cite only three. A War Research Laboratory was built ultimately on the north edge of the campus. Industrial research gave way to government research, much of it secret. Even President Bevis and the Trustees, who approved the necessary contracts, often did not know the exact nature of the research involved. Each of these phases of University war activity will be examined in some detail in the chapters that follow.

The gist of what President Bevis told students December 10 at the special meeting that filled the chapel was "stay in school while you can," and go when their country called. Individual out-

looks, he conceded, were confused and students, in particular, "find their aims frustrated, their landmarks obliterated, their sense of direction gone. Some cannot work for sheer excitement; some, in the flush of patriotism, want to rush into personal action; some seek mental escape from the stark reality. Many doubt the possibility of completing their education; others doubt the utility of doing so."

As to what to do, he said the question was "not collective, but personal." He admitted sharing the perplexity. But he pointed out that the declaration of war had "dramatized, but has not essentially altered, the existing situation." For the immediate future, he added, the war would continue to be one of production and the national task of the moment was "to speed the flow of weapons and machines" and increase production facilities.

The situation, in effect, emphasized the need for college-trained people. "Schools take their places, alongside factories and training camps, as necessary agencies of preparation for war," he went on. The universities, then, were "an essential part of the training facilities for war," besides being necessary "to the cause of post-war reconstruction." Further training, he pointed out, would enhance the student's value to his country both during and after the war besides enhancing his own "powers and capacities, and increase your chances of success."

The war, he commented, might prove to be a long one and it was "essential that we settle down for the long pull." He announced that "friendly guidance for those who may wish help in choosing the best course" would be available starting the next morning. He closed on this note: "When your calls come for service in the public forces, I know you will be ready. Take with you the best training you can secure."

Five days after his special meeting with them in the chapel, Dr. Bevis had another message for students. This was read in all classes. He promised students that the University would help them "to serve best." He called the University itself "an essential part of the scheme of warfare."

To the faculty he recalled his statement of "last spring" (1941) with regard to the University's financial outlook. In the Autumn Quarter, he noted, enrollment was down "nearly 10%" with a corresponding loss in fees "of roughly \$100,000." He cited the appointment of the Committee on University Policy as part of a program of self-examination to prevent deterioration of the University's services. It was faced, he said, with a shortage of funds to maintain the rate of expenditure for the biennium. But unless a further drastic loss in enrollment occurred, he added, it would be able "to finish the biennium without salary cuts or discharge of personnel." In fact, small increases were arranged "for our lower paid people"—assistant professors under \$2400, up \$10 a month, and those between \$2400 and \$2760 a year, up \$5 a month.

During Christmas week President Bevis in a letter to their parents reemphasized what he had told the students at the December 10 meeting in the chapel. "It is my firm belief," he wrote, "that every man and woman has some job to do. For many it is in the armed forces; for many it is in industry; for many others it is in the home. For thousands of our young people the immediate task is to be found in preparing for the days that lie ahead." The added training, he pointed out, would pay dividends not only in the immediate future but after the war. He repeated this advice in two special broadcasts over WOSU. That his words had some effect was reflected in the fact that the Winter Quarter enrollment declined less than had been expected.

In a way the University's transition to an accelerated program was made easier by the fact that for twenty years it had been on the Four-Quarter plan. It was, in effect, already on a year 'round basis. Most undergraduates could go right on with their schooling but readjustments were necessary in Agriculture and Engineering, and especially in Dentistry, Medicine, Pharmacy, and Veterinary Medicine. The freshman classes in Medicine and Dentistry were to be started in June instead of October, with new classes entering every nine months thereafter. R.O.T.C. courses were to continue during the summer. Winter Quarter, 1942 enrollment stood finally

at 10,712, or about 8 per cent below the Autumn Quarter figure. In the Autumn of 1941 the R.O.T.C. enrollment reached 4261.

On the negative side, Vice President J. L. Morrill left as of December 31 to become president of the University of Wyoming. Not counting his student days, he had been on the campus twenty-one years. During that time he had served successively as alumni secretary, junior dean of the College of Education, and as vice president. All the while he made himself increasingly useful and in some ways well nigh indispensable, both on and off the campus.

The Trustees accepted his resignation "with the greatest reluctance." He was honored by students at a meeting in the chapel, by the faculty with a formal dinner, and by campus and downtown friends at a stag dinner—"Morrill for Everything"—at the Columbus Club.

3. *On A War Footing*

The campus had shifted quickly, as indicated, to a war footing. More and more staff and faculty members were granted leaves for military or other service. By January, 1942 the number of these stood at thirty-three and it ran ultimately into the hundreds. Research facilities were made available for war purposes and all such research was placed in charge of Dr. A. Ray Olpin, director of the then Industrial Research Foundation. The Committee on Emergency Cooperation, as noted, became the Committee on War Activities. The program of night defense courses to train men and women for industries vital to the war was expanded and stepped up.

Among the first of a number of new courses geared directly to war were two offered in the Winter Quarter, 1942, in electrical engineering. These were designed to help train students in designing and operating aircraft equipment. They were in charge of Prof. William L. Everitt. Students successfully completing the courses and graduating in electrical engineering were to be offered commissions as second lieutenants in the Army Signal Corps or as ensigns in the Navy.

Some facets of the wartime acceleration on the campus could be foreseen and determined but not all of them. In March, 1942, for example, the forecast was that in view of the speed-up in courses and curricula a summer enrollment of between 8000 and 10,000 could be expected. It turned out to be 7026. This was up considerably, however, from the 1941 summer figure of 4500.

In the eight weeks since he last addressed the faculty many changes had occurred and much progress had been made, President Bevis told it at another special meeting Saturday noon, February 7, 1942. The student body, he reported, had "rallied magnificently to the nation's call for trained people." He referred to the work of the War Activities Committee, and declared that the University "is in its stride." But acceleration, the "most important war adjustment," was still ahead. And the war could be "won only by sacrifice," he asserted.

While the government had established a policy of deferment to students in training to become "necessary men," he pointed out that the "inescapable corollary" to this was that college training "must be completed as expeditiously as possible." The Four-Quarter plan, in effect since 1922, he remarked, made the task relatively easy and the problem "was simply to rearrange our courses." Yet the task of arranging a full rotation of courses in nine instead of twelve months was one "of enormous complexity." Each of the ten colleges, he noted, had completed the revision of its schedule and in some cases "the Fall Quarter has been moved bodily into the summer."

To accomplish this less vital courses were "starred," i.e., were not to be given for a time, the order of others was changed, and some personnel was shifted from one teaching area to another. What this would do to the budget remained to be seen but, he added, whether resources were augmented or not "we are called to carry on. The nation needs our product and we dare not fail." He went on:

I know—you know, that this call to carry on is a call to sacrifice. This war can only be won by sacrifice. Sugar and tires, jobs

and small businesses, years out of our lives in camps and training ships,—these sacrifices we are making now. We shall make more, —more in money, more in comfort, more in blood. But in the name of human freedom we shall carry on,—in khaki, in denim, in sweaters, in our caps and gowns

He lauded the faculty for its cooperation in the emergency. He said he saw “epitomized” in the democracy of scholarship “the democracy of the world. Our democracy will not fail.”

Another special course related to the war effort was a mechanical drafting class for women. This evening course, lasting six weeks, was asked for by Curtiss-Wright, and was part of the Engineering, Science, and Management Defense Training program. It was expected that the enrollment would be about fifty but nearly 150 showed up.

Two other special offerings were a class in physical fitness and one in Russian. The former, offered by the department of physical education, was designed to improve the physical fitness of men expecting to go into the armed services shortly. The course in Russian was the first in that language ever offered on the campus. It was given by Dr. Peter Epp, a native of Russia, who had been in the German department since 1934.

Courses in Japanese and Portuguese were added also. The first course in Japanese ever taught on the campus was sponsored by the Adult Evening School to begin April 6. In charge was Dr. Anna Berliner who had taught at the University of Tokyo for eight years. Another on Japanese culture was offered also. Both were designed to aid the war effort.

Still another new course in the E.S.M.D.T. program was one in aerial bomb protection begun April 20. Registration was limited to graduates in architecture or engineering or persons with practical experience in structural engineering or architecture. It dealt with theories and conditions underlying civilian protection against air raids in terms of protective procedures and construction for civilians and industries. The course was directed by Prof. Jacob R. Shank, of the Engineering Experiment Station, who in Feb-

ruary had attended a Civilian Defense Training School in New York City.

The War Department early designated Ohio State as one of two Ohio centers in the new Army Air Corps Enlisted Reserve program to recruit college men for future army air service. Enlistees were deferred for the time being but were subject to immediate call. They were to be trained as navigators, communications officers and ground crew men. Col. Brunzell, R.O.T.C. commandant, was the liaison officer between the Army and the University.

Enrollment in the campus R.O.T.C. held up remarkably until the winter of 1943, after which it shrank considerably. In the fall of 1942 it was 4399 but the next quarter it dropped to 3380, and in the spring to 1232. In the fall of 1943 it was down to 751 and in the next three quarters hovered under 500. Between 1939 and 1943, however, the number of advanced course enrollees commissioned more than doubled—from 112 in 1939 to 238 in 1943.

As of 1939 the training emphasis had been shifted from infantry to field artillery, plus the Signal, Engineer and Medical Corps. The 6-week summer camp, which had been a regular requirement in the advanced program, was given for the last time in 1941. The advanced course program itself was terminated for the duration at the end of the Summer Quarter, 1943.

With the completion of the new Military Science building in 1942, field artillery training was shifted there. But the executive offices and the Signal and Engineer Corps units remained in the old Armory.

On August 29, 1942 a detachment of 250 advanced course cadets, eleven officers and thirty-one enlisted men left on a 14-day march which took them from the campus to Ft. Benjamin Harrison, Ind., to Ft. Knox, Ky., to Ft. Thomas, Ky., and home. The cadets volunteered for this extra duty which was devoted chiefly to field artillery work.

The total number of commissions earned on the campus from 1939 to 1943 was 826. They were divided as follows: Infantry, 3;

Field Artillery, 447; Signal Corps, 75; Medical Corps, 89; Chemical Warfare Service, 7; Quartermaster Corps, 17; Corps of Engineers, 188. No Infantry commissions were granted here after 1939, none in the Chemical Warfare Service after 1941, and the few Quartermasters in 1940 and 1941. Most cadets completing the first year of the advanced course in 1943 got their commissions early in 1944 after taking their basic training and then attending officer candidate school.

Not long after Pearl Harbor, meanwhile, a Student War Board was created. Its purpose was "to insure a better coordination of student volunteer activities during the war emergency." It served as an agency for the origination, development and assignment of war activities, and the promotion of group and individual projects. It sought also to prevent the unnecessary overlapping of such activities. As will be seen, the College of Education had a similar but somewhat more intensive program through its War Service Corps.

The Student War Board was composed of six students and three faculty advisers. Norwin Brovitz, in charge of student war coordination, was chairman. The other five student leaders in the spring of 1942 were Jeanne Kelly, personnel; Barbara Waid, projects; William Cruickshank, publicity; Carol M. Jones, W.S.G.A. representative; and Robert Hamlin, Student Senate. The advisers were Miss Eleanor Collins, for the dean of women; William S. Guthrie, director, student employment; and Dr. Founta D. Greene, assistant director, student employment.

Hundreds of students were recruited for war work, both on and off the campus. These workers were known as "Swaves" for Student War Activity Volunteers. By early 1942 the response for volunteers for Red Cross work was so great that not all of those enrolled could be accommodated immediately. Women students signing up for first-aid work numbered 550, for home nursing 136, for elementary nutrition 141, and as staff assistants 200.

Besides cooperating with related activities elsewhere on the campus, the S.W.B. had eight major projects of its own: the sale

of War Stamps and Bonds to students, community labor, social, the U.S.O.—which alone enlisted 700 women who served at dances, Pomerene Open House programs, and regular campus dances—, hospital, civilian defense, blood donors, and collecting scrap and salvage.

One undated list of activities showed forty-two projects completed or in process. Among these were such varied activities as helping residents to register for rationing, dances for refugees and men in the Armed Forces, U.S.O. poster-making, writing letters for servicemen, collecting Christmas packages, selling War Stamps, entertaining soldiers at dinner, beginning and advanced first-aid classes, training 400 junior and fifty senior U.S.O. hostesses, shows and other entertainment for servicemen, and settlement house work.

In a salvage drive, conducted by Links, old keys and stockings were collected. A book drive, sponsored by the *Lantern*, was rated as “very successful.” Every Tuesday and Wednesday booths were open in main buildings for the sale of War Stamps and Bonds. The purchase of War Stamps was a “must” at all campus social functions. With the cooperation of the Fraternity Affairs Office, appointments were made for blood donations. In several cases entire fraternities went to the blood center to give blood.

As of the Winter Quarter, 1942, 806 Swaves were registered. Of these, 525 had been called for active service. Eleven men had helped nearby farmers to husk corn and with other chores on Saturdays.

A small “flyer” was distributed which urged students to “JOIN THE SWAVES—Become a Student War Activity Volunteer.” It went on:

American soldiers on the fighting fronts need your blood, the bandages that you can roll. American soldiers on the home front need the entertainment that you can give them. They want instruction in bridge, dancing, geography, and languages.

DO YOUR PART! Satisfy your desire to aid in the war effort. Register immediately with the Student War Board in Room 107, Administration Building

In its recruitment program the S.W.B. used a form which listed twenty-seven kinds of activity for which a student could volunteer. All U.S.O. junior hostess applicants had to be screened and trained before going on such duty.

By the spring of 1944, the S.W.B. had "shaken down" to three officers and three major committees, "and as many additional committees to carry out projects as the emergency needs of the campus and community may dictate." As of that time Elizabeth Babb was director, Frances Mathews secretary, and Mary Lou Lance treasurer. The major committees were personnel, publicity and projects. By then twelve projects were listed: Red Cross (blood donors, nurse's aides, first aid, nutrition, and hospital), War Stamps and Bonds, social, U.S.O. representation, share-the-ride, O.P.A. price panel, Minutemen, news letters to soldiers, flower day, May Hop, book drive, and awards. Miss Wanda Misbach, of occupational therapy, had been added as a faculty adviser. The current quarterly report showed 1039 "Swaves" participating out of 1500 registered. But a number took part in more than one activity. The U.S.O. led with 363 participants. Blood donations, including those by servicemen, numbered 301.

Some of the individual projects achieved unique results. A campus paper drive on March 24, tied in with a city-wide effort, yielded more than six tons of scrap paper. In a parachute drive, sponsored that same month by Links, enough money was collected to buy three parachutes. In late April and early May about 5000 books were collected to be sent to prisoners of war. In connection with the O.P.A. Price Panel, nearly 100 girls were trained to check prices in stores and restaurants. In April-May, the Y.W.C.A. held scrap yarn and old clothing drives. The May Hop, climaxing May Week, netted \$268.32 which was given toward the purchase of an ambulance. Between March and May the sales of War Stamps and Bonds in fraternity and sorority houses and elsewhere totaled \$2749.30. Total sales for the year, September to June, were \$10,942.50.

Curtailement of the A.S.T.P. program freed girls from social

duties for requests elsewhere, especially at Lockbourne Air Base. Chartered buses took co-eds there six times for dances, two of them formal.

The campus U.S.O. was set up in September, 1942. Functions were held in Pomerene Hall which was open to servicemen from 8 to 11 p.m. on Saturdays and from 2:30 to 5:30 p.m. on Sundays. From eighty to 120 trained junior hostesses were in attendance. Besides dancing, there were facilities for music, card and other games, and reading. There was even a sewing corner to help with buttons and insignia. Sometimes floor shows and musical programs were given. "Mixers" every half hour helped the ushers and hostesses to "stir up" the crowd. By December, 1943 about 1500 women students had registered for U.S.O. work of whom 1350 had begun their training, 800 had completed it, 450 had received certificates and 130 had earned service pins.

Separate units with which the S.W.B. collaborated included the U.S.O., the War Entertainment Board (Webs), the Women's Recreation Association, the canteen, and the War Service Corps. Where the U.S.O. was for servicemen only, the canteen, open on Friday evenings in Pomerene Hall, was for both civilians and servicemen.

In 1942-43 the College of Education had two activities which paralleled other University wartime programs. One was its War Service Corps and the other was the Adult Evening School. The College continued, like others, to give Twilight School courses for credit.

The president's annual report for that year noted some similarity between the work of the War Service Corps and that of the Student War Board. But the former, it pointed out, gave "greater emphasis to continuous service."

The War Service Corps was organized in the Autumn Quarter, 1942. Education students who in a given quarter "performed a substantial amount of war work" were admitted to the corps. Such work was interpreted broadly as including

either training or service "related to the work of the armed forces, civilian defense, or other essential civilian activities." These included the Red Cross, first aid, blood donor, regular purchase of War Stamps or Bonds, and even service as a "Swave"—the University-wide group. Dean Arthur J. Klein, of Education, was director of the corps and Dr. E. E. Lewis associate director.

Generally, a War Service Corps member had actually to carry on three kinds of war activity. The Swave, an Education report pointed out, had only to volunteer for one or more such activities. The W.S.C. member had to consult with and report to her adviser on her activities, and must have approval of such training or service for the next quarter. As of the end of the Spring Quarter, 1943, W.S.C. had 640 members out of a total College registration of 1172, or 52.6 per cent.

The Adult Evening School, under the direction of the Bureau of Special and Adult Education, offered non-credit courses after regular hours. Its program was meant to extend the offerings of the College to persons who could not attend the regular daytime classes. It was in operation during the 1942-43 Autumn and Winter Quarters, but was given up during the Spring Quarter because of wartime conditions. Thirty-four of forty-three courses announced for the Autumn Quarter were actually given. They had a combined enrollment of 440.

The war was reflected on the campus in other ways. A "Morale Through Music" concert presented in March, 1942 in the Men's Gymnasium by the music department drew an attendance of 1806. All admissions, except those of servicemen in uniform, were by purchase of U.S. War Bonds or Savings Stamps at the door. Sales amounted to about \$400. This concert was dedicated to the Red Cross. Another, scheduled for April 12, was for the U.S.O. which was to get the receipts from a "silver contribution" by the audience.

Early in the war, Carl E. Steeb, longtime business manager and secretary of the Board of Trustees, was put in charge of

campus civilian defense. Ohio State was one of the first universities in the Midwest to organize for the defense of property and personnel in the event of an air raid which, fortunately, never came. During the nearly four years of war, however, a number of air raid drills were held. The University published an 8-page Defense Manual which spelled out to the building volunteer corps how to handle emergencies and watch for sabotage. Dr. Bevis asked students to participate in these drills for their own safety.

In March, 1942 a 3-day Institute for Civilian Mobilization drew about 1000 delegates to the campus from local defense councils throughout the state. Key state and national speakers discussed various aspects of the civilian "front." On the opening day of the sessions Governor Bricker called the nation's health and the people's spirit vitally important to the war. Another speaker was Jonathan Daniels, assistant director of the Office of Civil Defense. He defined civilian defense as "saving out of our former leisure, laxness and luxury to add to the striking power of the nation." The Institute was sponsored by the State Council of Defense in co-operation with other agencies.

The first air raid drill was held April 27, 1942. On fixed alarm signals campus personnel—students, faculty and employes—evacuated supposed danger areas and went to pre-designated "safety zones" in various buildings. Some places such as University Hospital, the animal clinics and farm buildings, presented special problems. But even for hospital patients "safety sanctuaries" were worked out, with secondary operating rooms provided in case of damage to or destruction of the regular facilities. Another surprise air raid drill was held at 9:45 a.m. May 25. The following week at the request of county civilian defense authorities the University cooperated in a surprise blackout.

A flurry over racial discrimination, and a "riot" involving Baker Hall residents and fraternity men marked the Spring Quarter, 1942. Far away the U.S. defense of Bataan collapsed

and Secretary of War Henry L. Stimson was quoted as foreseeing an early Japanese attack on Pacific Coast cities. The *Lantern* editorially charged students with being too complacent but Prof. H. Gordon Hayes, of economics, denied this. Another *Lantern* "poll" disclosed that students looked for a long war—43 per cent for longer than three years, as against 22 per cent nationally.

About 600 men students took part in the Baker Hall incident in which fire hoses were used and the dormitory was partly flooded. Editorially the *Lantern* called this outbreak "evidence of a juvenile attitude." Damage and injuries were slight.

Earlier the *Lantern* reported that the campus interracial council was meeting "to discuss plans concerning restaurant, theater and housing problems" and ways of ending racial prejudice "through the medium of education." Some weeks later a co-ed resigned from Chi Delta Phi, women's honorary literary group because of its alleged refusal to consider a Negro girl for membership. There were pleas, meanwhile, to continue the traditional "proms" and to elect campus "queens" on the argument that these were "some of the things we're fighting for."

James Thurber, w'18, the author and humorist, was a campus visitor. The *Lantern* reported that he was bothered by photographers and press agents.

From time to time faculty members voiced their opinions about aspects of the war. Prof. C. L. James, of economics, predicted that "oil will defeat the Japanese." Prof. N. Paul Hudson, of bacteriology, speaking at an Arts College Coffee Hour, expressed the view that "According to logic, I would say that the war will not come to Ohio." At a University Hour program, Prof. Harlan H. Hatcher, of English, pointed out "There is a long-range duty of obligation upon us."

As the school year 1941-42 ended six special events or programs relating to the war effort were being offered on the campus. These included:

A 5-day school for air wardens dealing with explosives, war chemicals and incendiaries, their uses and how to protect civilian life and property against them. Besides the University, co-sponsors of the school were the Ohio American Legion and the State Council of Defense, and the State Department of Education.

A course in camouflage for industrial and military use. This was open to upperclassmen and was to be offered for the duration.

The fifth in a series of night classes in the chemistry of explosives. Four women were among the 200 students who completed the first four such courses and many of them were working in ordnance and munitions plants.

A new course in analytical chemistry techniques for women high school graduates who had had a year of chemistry. This was in addition to a new 9-month curriculum of regular University work to train women for defense industry positions. The shorter course was designed to help train women for "sub-professional" helper posts in chemical laboratories.

In the first course of its kind in the state, twenty-five students were studying pre-flight aeronautics at the University School. The course emphasized shop and laboratory activities and was designed to make advanced training easier in college or in the armed services.

Finally, a two-day "Women in War Industry" conference was held June 20 and 21. Under the sponsorship of the Consumers' League of Ohio, it dealt with such topics as women's role in war production, problems arising from the growing employment of women in war industry, and community co-operation in solving such problems.

Inevitably the June, 1942 commencement was tinged by the war. Two recipients of honorary degrees were Maj. Gen. Lewis B. Hershey, director of Selective Service, and Capt. Glenn S. Burrell, '04, U.S.N. Hershey at one time, as indicated, was a member of the campus military department.

Two special citations were awarded. For their part in obtaining the passage of the R.O.T.C. amendment to the National Defense Act in 1916, these went to Col. George L. Converse, Jr., w'79, and Ralph D. Mershon, '90. Converse was commandant of cadets on the campus from 1900 to 1918. At his death in 1953 Mershon, a New York consulting engineer, was to leave his estate of more than \$7 million to the University.

4. Enrollment Up

The increased enrollment for the 1942 Summer Quarter was ascribed to two factors: the general program of acceleration and the policy of deferment granted by local draft boards to students in "essential" fields such as physics, chemistry, and Engineering, Dentistry, Medicine and Pharmacy. The armed services meanwhile had worked out a program of advance enlistment whereby qualified students were accepted for the Army and Navy Enlisted Reserve Corps. They could continue in school on an inactive reserve basis.

This policy, as President Bevis pointed out, made it possible for students to "answer the call to the colors and at the same time complete their university studies, barring unforeseen emergency." This had the further effect of bolstering enrollment and increasing enlistments by students. The Navy program had been in effect for some time. Under it several hundred Ohio State students had enlisted. The corresponding Army program, including the Air Corps, was set up as the Spring Quarter neared its end.

Under a further ruling from the head of the Army Air Corps, 30 per cent of students taking basic military training in the R.O.T.C. could be accepted in the Air Corps Enlisted Reserve while continuing their college work. Students already "under contract" to another branch of the service were not eligible but advanced students not "under contract" could be enlisted.

In keeping with wartime conditions, a study had been made

of courses with low enrollments. At the June 15, 1942 Board meeting the annual report of the Council on Instruction stated that although some new courses had been added during 1941-42, a net reduction of credit hours had been effected. This was done by the Council working with the University Policy Committee. An additional reduction of 696 quarter credit hours was to take effect during the 1942-43 school year.

Working also with the campus War Activities Committee, the Council had approved some but not all of a number of proposals for specialized courses "directly related to the war effort." These were approved for limited periods and, if they proved satisfactory, probably would be continued "for the duration."

At the same time the Council adopted "what amounts to a war-time policy." In this it spelled out its philosophy not only for the duration but beyond. Its report declared:

While fully recognizing the urgent need for speedy, specialized training for direct war purposes, the Council appreciates also the continuing need for general, peace-time education, not only to enhance our war efforts, but also to enable us better to prepare for the problems of the post-war period. There are many indications that the leaders of our armed forces wish to see the general program of education continued with a minimum of dislocation. The Council believes that the liberal traditions of the University must be maintained at all costs. There is no use fighting for the "American way of life" if there remains no way whereby people can learn about it and be trained for it.

The war continued to bring about further changes on the campus as the Autumn Quarter, 1942 began. Fruits of the adult defense training courses were evident in the report that so far 284 men and women had been trained in the chemistry of explosives course alone and were now employed in twenty-nine ordnance plants. But the annual fall conference for cooperative work in agricultural home economics and 4-H Club work was discontinued for the first time since 1914 because of the "rubber situation," i.e., automobile tires. Attendance at a

University Hour program was so poor the *Lantern* called it an insult to the speakers.

With more and more male members of the teaching and administrative staffs going into the Armed Forces or into work in defense plants, women were moving in to fill the vacancies. Dorothy Holladay, Home Ec-4, for example, became the first woman editor of the *Agricultural Student*. Mrs. Gertrude Staker, mother of five children, was named director of men's housing and assistant to the dean of men. Mrs. Christine Y. Conaway, '23, a counselor in the College of Arts and Sciences office, presently filled in as acting secretary of the college. Later she became dean of women.

The Civilian Pilot Training Program, as will be seen, was converted into a military pilot training course, with Prof. Karl W. Stinson, of mechanical engineering, still in charge. The *Lantern* that fall went to a tabloid format. Junior Dean C. W. Reeder, of Commerce, was appointed armed services representative to coordinate the Enlisted Reserve systems on the campus. At two meetings in November in the men's physical education building, 6000 men students were told that the government could give no guarantee but that it planned to permit students in the Army Reserve and most other service reserves to complete their regulation 4-year courses.

The war was brought closer home by two deaths, one of an assistant football coach, and the other of a former student. Assistant Coach Edward G. Blicke on duty at the Navy Pre-Flight School at Iowa City, was killed Oct. 22 in an automobile accident. Lt. Perry S. Fay Jr., w'40, became the first Ohio State man known to lose his life in North Africa. He was killed November 8.

Meanwhile, the Navy Recognition School was in full swing. Among those assigned to it were three Army noncommissioned officers. A Navy Diesel Engine School was being conducted in Robinson Laboratory with an enrollment of thirty.

In a matter of weeks the signals were changed for students

in the Enlisted Reserve. Early in December such programs were simplified by Washington and it was announced that a declaration of intent was no longer necessary. Students need not withdraw from the University to enlist in the Navy and Marine Corps. Freshmen could now enlist in the V-1 Naval Reserve. Yet the next day the situation was changed when, on announcement by President Roosevelt, all service reserves were closed. But enlistees who had applied before December 5 were given until December 15 to have their applications processed.

Next it was announced that students who had entered the Enlisted Reserve Corps since October 1 and stated a preference for the Navy, Marine Corps, Coast Guard, or Naval Air Corps must report to the Navy recruiting station in the old Columbus post office for re-enlistment. Dean Reeder, armed services representative, remarked that "A lot of students have been caught short by the new order." An early call-up of these reservists was looked for. The men were told they must return for the Winter Quarter or face induction into active service. Near the end of the quarter, President Bevis told the faculty "to expect a considerable exodus from the campus soon."

The campus R.O.T.C. numbered 4399 men. Col. Brunzell, the commandant, estimated that from 3000 to 4000 of the University's graduates in advanced military were already serving in the Armed Forces.

Dr. Bevis, in a statement "to University men," advised those in the Army Enlisted Reserve to follow the advice of the Secretary of War and proceed with their studies until called to active duty. "My advice to you," he repeated, "is to get all the education you can as rapidly as you are able."

Other events that quarter included the presentation by alumni of a portrait of President Emeritus George W. Rightmire, done by Prof. Robert M. Gatrell, of fine arts; the opening of the new University airport on November 5; the completion by seventy "students" of another course in (manufacturing) plant protection, given by the Highway Patrol, with three

more such courses scheduled; cooperation by students in a city-wide "blackout" on the night of October 31; the opening of a special meteorology course open to reservists; and the premiere of a University movie, "The University and the War."

Thanks to the national Selective Service deferment policy and the University's accelerated program, Autumn Quarter, 1942 enrollment, as noted, was virtually the same as for the fall quarter a year earlier—11,205 as against 11,786. This was due in part also to the fact that the entering freshman class numbered more than 3800, a campus record. There were other signs and portents: a definite trend among undergraduates toward courses directly concerned with the war, a strong likelihood that Enlisted Army Reservists might be called to active duty when they reached draft age, a modified R.O.T.C. program to bring it more into line with Army Enlisted Reserve requirements, and increased enrollment in engineering.

That fall also the Adult Evening School became the Twilight School. These night courses, carrying University credit, were intended to be permanent. But as the annual report emphasized, "they immediately assumed an important war-time significance." The first few quarters, starting in 1941, were experimental. The first four quarters had a total enrollment of 1461. Those enrolled were almost evenly divided between those seeking degrees and those taking courses "of immediate interest" with no thought of a degree. It turned out also that day students "found a combination of day and evening offerings useful in avoiding schedule conflicts or in making possible outside employment." This phase had not been anticipated.

At the same time the number of E.S.M.WT. (formerly E.S.M.D.T.) courses grew from fifteen to forty-six. A 4-year physical education program for all students was considered but never adopted.

The welcoming address of Dr. Bevis to the incoming students that fall was in line with what he had said to the student

body immediately after Pearl Harbor. "We recognize that you come to the campus at this time with many uncertainties as to your future plans," he told the new freshmen. "It is our purpose to help you in every way possible to solve your problems. At the same time you will realize that even your elders do not and cannot know all the answers in times like these. Perhaps the military situation will be such that some of you won't be permitted to continue the college course you have started. If your studies are interrupted by a call to the armed services or to war industry, you will be a better soldier, a better worker, better prepared for life itself, as a result of conscientious work in the classes you are now starting."

Another sign of change that autumn was in the ratio of men to women on the campus. In pre-war days it was about three to one. Now it was down to around two to one. The College of Engineering and the School of Nursing had enrollment increases but all of the others were down, especially Agriculture and Law.

It was estimated that about 60 per cent of men students were in the Enlisted Reserve that fall. Of the others, 9 per cent had occupational deferments, 4 per cent dependency or physical disability deferments, and 7 per cent were still under draft age. In the health science professional colleges the enlistments were particularly heavy—Dentistry, 81 per cent; Medicine, 93 per cent; and Veterinary Medicine, 94 per cent.

The E.S.M.W.T. had increased its usefulness in two ways: through 18-day refresher courses during the summer (August) to help meet Ohio's shortage of teachers in physics and mathematics, and by tripling the number of courses in its regular program. The Federal government paid the tuition for the intensive refresher courses in algebra, trigonometry, mechanics and electricity. Certificates were given for satisfactory completion of the courses for use in applying for temporary teaching certification.

More specialized courses were included in the expanded

campus E.S.M.W.T. program in industrial accounting, auditing and statistics, executive management, and traffic control besides others with emphasis on science. During the previous school year 3812 students were enrolled in one or more of these courses designed to train men and women for jobs in vital war industries. Of the total enrolled 2345 completed the courses. Prof. Harry E. Nold was still in charge of the program which offered courses in seven other Ohio communities with more under consideration.

Twenty-six departments of instruction were represented in the offerings of the Twilight School. By the first night nearly 400 persons were registered. This program was in charge of Prof. A. E. Avey, of philosophy, and Prof. Thomas L. Kibler, of economics.

As he had a year earlier, just after Pearl Harbor, President Bevis wrote a letter to the parents of the University's 11,000 students during the 1942 holiday season. In it he suggested "calm family counsel" between parents and students.

At the same time he urged that young people take advantage of "every day, week and month" to ready themselves "just that much more thoroughly, for their country's service and their own success." He pointed out that many students not in the Enlisted Reserves now came under the new draft rules covering 18- and 19-year-olds. Students in the various Reserve corps, he added, "MUST be enrolled in school next quarter or be subject to immediate call."

As to the new Army-Navy programs, he wrote, "While we do not yet know all the implications of these programs for Ohio State and its students, we do know that our Army Enlisted Reserves in non-professional areas will not begin to be called to active duty until late in March. Those in professional studies will be permitted to finish the academic year—perhaps more. It is likely that Navy Reserves also will complete the year. We are thus assured that all of the Enlisted Reserves will have at least another full quarter in the University . . ."

He called attention to the fact that women were "being asked for larger and larger contributions to the war" and suggested that women students "give thought to the possibility of changes in their programs which may help to fit them for work where urgent needs exist." He lauded the general attitude of students during the Autumn Quarter and ended on this note: "To you, their parents, we give great credit; to you they must continue to look for calm counsel in our second year of the war."

5. *The Annual Report*

In the president's 72nd annual report for 1941-42, Dr. Bevis reviewed the dramatic circumstances under which, as he put it, war came to the campus.* He recalled that on the fateful afternoon of December 7, 1941 an audience of 3000 in the men's physical education building was sharing the annual "White Christmas" observance.

But as early as July, 1940, he emphasized, the University had begun to prepare for the eventual emergency with the creation of a faculty-administrative Committee on Emergency Cooperation with the State and Federal Governments. With the outbreak of actual war, the concept changed from defense to war and the committee became one on War Activities.

Dr. Bevis reviewed the efforts to reassure students and to encourage in them the belief that the best way to serve their country was to remain in school until called to active service. Another major step was to accelerate the academic program. The success in this quarter was reflected in the fact that summer enrollment in 1942 was up 70 per cent over that for the summer of 1941 and was at a record high. In his introduction to the report, Dr. Bevis spoke of "the wholehearted enlistment of our faculty and of our students in the nation's service." "Free education," he added, "is one of the stakes in this conflict."

The task of accelerating the classroom program was two-fold:

* Because it was dated Feb. 15, 1943, portions of this report overlap the 1942-43 school year and are repeated here somewhat.

of moving into the Summer Quarter much of the work normally taken in the fall, with the necessary adjustments and staffing; and to inform resident and prospective students of the changes. The former was in charge of Prof. George W. Eckelberry, summer session director, and the latter was handled by Prof. Harlan H. Hatcher, of English.

Besides its regular program, virtually each college took on one or more activities related directly to the war effort. Capsule descriptions of these follow:

Agriculture: "helping Ohio farmers . . . to increase their production in the face of drastic wartime limitations on labor, equipment, and farm supplies of all kinds."

Arts and Sciences: courses "sharpened" all along the line in terms of the war—bacteriology (training medical technologists and laboratory technicians); new courses in Russian, Japanese and Portuguese; in geology, new courses in aeronautical meteorology, military geology, topographic and geologic maps for military purposes; physics—celestial navigation and emphasis on the physics aspects of the conflict.

Commerce and Administration—a course in retail merchandising for women, with 173 enrolled; special curricula for women in accounting, and industrial and engineering management.

Dentistry—a record high in enrollment; nearly all dental students with Reserve Corps commissions; curriculum accelerated to permit graduation in three years.

Education—creation of a new curriculum in occupational therapy in anticipation of greater needs in the field.

Engineering—emphasis on the work of the Engineering, Science, and Management War Training Program, the Civilian Pilot Training Program, and the Research Foundation, plus new courses such as one in camouflage in the department of architecture and landscape architecture; some facilities and equipment used on a 24-hour basis, as in industrial engineering,

in connection with night training of airplane mechanics for the Army.

Law—a special summer institute on public law.

Medicine—acceleration and larger classes, with a 10 per cent increase in the size of the entering class; a stepped up program similarly in the School of Nursing.

Pharmacy and Veterinary Medicine—accelerated programs, permitting the graduation of a class every nine months.

Graduate School—many faculty members were now “working on research projects pertaining to the war” especially in chemistry and electrical engineering, but also in physiology, physics, ceramics, psychology and other areas.

Military Training—the report recalled the strong tradition of military training on the campus which had one of the largest R.O.T.C. units in the country; observance of “War Activities Day” on May 27, 1942 culminating in a parade of 4000 cadets, when the Army granted commissions to 187 officers and the Navy to sixty-three; and for the first time in its history the University held military classes during the summer with 1420 enrolled in basic courses and 542 in advanced. The University participated in the new Army Enlisted Reserve program under which students could enlist but continued their studies until called up or graduated. In a short time 750 students enlisted. For the Army Air Corps Reserve 153 students successfully passed examinations.

Students in Medicine, Dentistry and Veterinary Medicine were appointed second lieutenants on an inactive status until graduated—167 in Medicine, 139 in Dentistry, and 222 in Veterinary Medicine. The Signal Corps assigned a group of officers to the campus for training in electronics. Forty enlisted men from the Army Air Corps arrived in June for mechanical training.

The office of Dean of Men Park was made the center for counseling students in respect to war service and for liaison between the University and local Selective Service boards. The

average number of active Selective Service cases on file was 1800 with a high of 2300.

Where students decided to enlist in the middle of a quarter or Selective Service called them, the University met them more than half way. If a student went into service before completing seven weeks of a quarter his fees were refunded. If he enlisted or was inducted after seven weeks in school and was in good standing he got full academic credit for the quarter, otherwise his fees were refunded. Provision was made also to give some credit for military service to those who left the campus in good standing and returned after completing such service.

As was not surprising, there was a decline in enrollment: from 17,568 for the school year 1940-41 to 15,566 in 1941-42. As was to be expected, this was mostly in the men's enrollment—down from 12,006 to 10,265.

The president sketched the many changes brought about in the first months of the shooting war, the close scrutiny of curricular matters, the help given by the Faculty Council, and the greater seriousness with which he said students took their responsibilities. As for the state universities, he noted that they "now find themselves in an age of new beginnings and to its conditions they must learn to adapt themselves." While he called the schools among the "indispensable agencies in the making of war," he said they needed to look well ahead to what was to come after the war. In those distant days, he foresaw, "we face the problem of the demobilization of 10,000,000 men and the deregimentation of private enterprise." To these ends, he added, college offerings must be adapted "to the developing needs of a changing situation," the levels of college work must be maintained, a way had to be found "of demobilizing the military blocs that have been created in the time of war," and means must be devised "to kindle in the veterans' leaders a new light."

In closing, he made these observations:

"We must I think, as state universities, maintain so far as possible, the open door to education. Democracy depends upon it

"While preserving the open door, we must also find means, not only to prevent the lowering of our standards, but actually to raise them. Our American educational system has become of age

"We must, furthermore, I think, do what we can to professionalize more callings. Instead of the half dozen professions for which as universities we now attempt to prepare our students, there should be many times that number

"Closely related to the university's participation in professionalizing callings is the matter of expanding our graduate functions. In the more mature development of our university system we shall, I think, come more and more to differentiate between what I may call 'learning courses' and what I may call 'thinking courses'"

IV

ACCELERATION AND CHANGE

As part of the over-all program for national defense, two steps had been taken on the campus in the winter of 1941 but they were only a beginning. To help meet the needs of the Army for more physicians, the freshman medical class, starting with the Autumn Quarter, 1941, had been increased from seventy-five to eighty-four. The Trustees, at their March 10, 1941 meeting, had authorized the Bureau of Special and Adult Education to enlarge the scope of the Adult Evening School by offering "refresher courses" for the preparation of young men in certain subjects to enable them to qualify through examination for enlistment in the Army Air Corps.

The men's division, department of physical education, had been authorized similarly to offer "special classes in physical education for young men of draft age who will be shortly called for military service." These, as noted, were toughening or so-called "fitness" courses.

At the Faculty Council meeting of January 13, 1942, President Bevis gave a lengthy summary of the University's defense and war activities. These fell rather naturally into two parts: those undertaken before Pearl Harbor and those set up after that date. The former were divided into nine categories and the second group into eight.

The Committee on Emergency Cooperation with the State and Federal Governments, Dr. Bevis recalled, had been created in July, 1940 as a result of the repercussions of the war in Europe. "There began to appear the necessity," he remarked, "for some constructive thinking about emergency policy, and

for the coordination of emergency University activities." He touched on each of its nine chief activities as follows:

Research Projects—"many of them are of a highly confidential nature." Dr. Olpin, director of the Research Foundation, became the University's contact man with agencies in Washington and elsewhere.

Selective Service—The enactment of this law "placed upon the University an onerous duty and a great responsibility." Student claims for deferment were based upon the premise that their continuance in the University "would improve the registrant's quality as a 'necessary man.'"

Aviation—the Civilian Pilot Training program "as the war situation drew nearer its quasi-military aspect became plainer."

Recruiting for Aviation—air service authorities, through Dr. J. W. Wilce, director of the University Health Service, modified the procedure for the physical examination of applicants.

Sharpening Courses—training in schools and E.S.M.D.T., under Prof. Nold. These classes, he remarked, "have made a very large contribution in the proportion of workers for essential defense industries," with an enrollment of 1000 or more each quarter.

Nutrition in Defense—each Land-Grant university was asked to organize a State Council on Nutrition in Defense. Prof. Minnie Price, of Home Economics, was the campus chairman. State and district meetings were held.

Agricultural Extension Service—Ohio agricultural activities were coordinated with those of the national program.

Civilian Morale—the University cooperated with both state and Federal governments in terms of community leadership, radio, public speaking, and other channels.

Consumer Education—a skeleton organization, set up on the campus "a year ago," had attracted the attention of the Federal government. This led to the establishment on the campus of "a general center for consumer education throughout the Middle

West" in the form of an Institute. The committee in charge consisted of Director Harry C. Ramsower, Prof. Price, Dean John F. Cunningham (Agriculture), Prof. Kenneth Dameron (business organization), Prof. Faith L. Gorrell (Home Economics), Dr. N. Paul Hudson (bacteriology), and Prof. H. W. Nisonger (special education). The Institute was to have a director appointed jointly by the Federal government and the University.

After December 7, 1941 it had been a different story. "The declaration of war by Japan," Dr. Bevis commented, "quickened sharply the tempo of our thinking and activity. The prevailing mental concept changed from 'defense' to 'war.' Opinions as to national policy merged." His report on this phase of developments had dealt with eight items:

Student Enrollment—the declarations of war had "created much confusion in student thinking." At a student meeting in the chapel the president had sought to present "what I believed to be the national policy with respect to universities in war time." This was followed, as noted, by a meeting of the faculty, a letter read in classes, and two broadcasts over WOSU during the Christmas holidays. Counseling centers were set up on the campus, and a letter was sent to all parents of students. Dr. Bevis said "the combined effect of these measures appears to have been considerable." Perhaps as a result the decline in enrollment between the Autumn and Winter Quarters had been only a little more than normal. The essence of the advice to students and their parents was: stay in school until called.

Physical Examinations—these were offered free to men students to indicate the probability of their being accepted for the Armed Forces. The men's division of physical education, as indicated, also set up a voluntary fitness program.

Committee on War Activities—this replaced the earlier Committee on Emergency Cooperation with the State and Federal

Governments. Its purpose was to coordinate "all University activities growing out of the war situation." It had five subcommittees with chairmen as follows:

Red Cross Activities—Mrs. Howard L. Bevis, honorary, and Mrs. Alpheus W. Smith.

Civilian Morale—Prof. H. W. Nisonger

Occupational Therapy—Dr. Charles A. Doan.

Lectures and Discussions—Prof. H. G. Hullfish.

Personnel Council—to advise individual students regarding personal problems and to explore the possibility for other services during the emergency.

Air Raids—while the potential danger of these appeared less likely than elsewhere, "prudence enjoins upon us the necessity of taking precautions and making suitable arrangements 'just in case.'" Details were worked out through the Cabinet.

Red Cross and similar activities—a University unit was established.

Labor Conference—representatives of labor and government met to seek improvement in labor conditions during the war.

Civilian Defense Schools—conferences of police, fire officials and others were arranged "to give instruction in the handling of wartime emergency situations."

1. The Acceleration Program

Acceleration of the University Program—called "by far the most important of our war efforts at present." This was accelerated instruction in general and in Dentistry and Medicine in particular. The purposes were to enable the student to make faster progress and to step up the output of graduates, especially in technical and scientific areas. Prof. George W. Eckelberry, of accounting, was chairman of this major subcommittee. Other members were Deans Smith and Klein and Prof. Hoagland.

The Army offered an incentive of sorts, as noted, to men students in the spring of 1942 in the form of the Enlisted Reserve Corps, or E.R.C. as it became known. For this a tem-

porary University quota was set at 1975 but the figure would be raised if more applications were received. Those who enlisted could "complete their University work before being called into active service, barring unforeseen military emergency and so long as the student does satisfactory classroom work." It was open to men from 18 years and up and had no relation to the R.O.T.C. although it was administered by the military department.

Meanwhile all men students, whether in the E.R.C. or not, would continue to take the first two years of basic military training. The two years of advanced training were still optional. The E.R.C. was part of an Army effort to enlist 80,000 college men a year on a deferred basis "to insure a continuing flow of officer and specialist material."

The accelerated program of study, plus the creation of the E.R.C. program, bore fruit. The slogan behind it was "This Year College Starts in June." And so it did. Enrollment for the Summer Quarter, 1942, as indicated, was 7085 as against 4500 a year earlier, a gain of 56.1 per cent. For the Autumn Quarter, 1942 it was substantially the same as a year earlier. Prof. Hatcher, who was shortly to go into Navy duty himself, had visited many Ohio high schools to emphasize the accelerated program by addressing their senior classes. One result of this was that 777 first-quarter freshmen were enrolled during the summer.

At another general faculty meeting December 8, 1942 President Bevis reviewed the activities of the year and sketched the outlook for 1943. He praised the morale of the students and voiced his appreciation to the faculty. The building program for the biennium, he noted, was "out" because of the wartime shortage of materials. But much of this money had been transferred to other useful, and related, purposes: the erection of a war research laboratory, the construction of a University airport, and the purchase of Neil Hall for dormitory purposes, eliminating an annual rental of some \$25,000.

He cited as significant the success of the acceleration program and the opening of the Twilight School. These enabled the University to use its plant more hours each day. The University was pleased, he added, to offer this additional opportunity to employed persons who needed and wanted college work. But he said he looked for a considerable exodus of regular men students starting about February 1, 1943 and in time, he predicted, only about two-thirds of the current enrollment would be left.

Students called to military service, he reported, would get from three to four months of basic training. Part of them would then be sent to various universities for further training. He estimated Ohio State's "share" of these at around 3000. In any case, he declared that the University was not going out of business although it might shift its emphasis considerably in the direction of training rather than education as such. "We want to make our contributions count," he concluded. "It is my belief that the Ohio State University will employ its facilities at the highest degree of usefulness to the war effort."

2. *Aeronautics and Aviation*

A. THE CIVILIAN PILOT TRAINING PROGRAM

Ohio State was one of a number of universities that took part in the Civilian Pilot Training Program begun in 1939 under the sponsorship of the Civil Aeronautics Administration. Its purpose was to foster private flying, but when the war came on it was tied in quickly with the war effort. Prof. Karl W. Stinson, of mechanical engineering, was the faculty co-ordinator.

In a resumé written in October, 1944, Stinson remarked that "It was a well-established fact that as of December, 1940 the Civilian Pilot Training Program . . . had assumed a position of major importance alongside the Army, Navy and Coast Guard in the National Defense Organization." In support of this, he noted that as of June, 1941, 7403 C.P.T.P. trainees

had entered the Army or Navy and 1262 had become flight instructors in some phase of the national defense program. On December 7, 1941, the name of the service was changed to "Civil Aeronautics Administration—War Training Service."

The campus C.P.T. program was administered originally by a committee consisting of Vice President Morrill, Business Manager Steeb, and Deans MacQuigg (Engineering) and Stradley (Arts and Sciences). Harvey M. Rice, of history, was assistant co-ordinator. At first both men and women students, chosen carefully, were admitted to the program. But from the spring of 1941 women were no longer accepted. By the next spring (1942), all enrollees had to enlist in either the Army or Navy air arm. In December, 1942 the University was designated as a Naval Aviation Cadet training center. On August 3, 1944, to anticipate, the Navy discontinued the C.A.A.-W.T.S. facilities on the campus and elsewhere.

From 1939 to that date, 498 Ohio State trainees took the advanced course in both ground and flight training. In all, 802 trainees had the elementary course. Of those enrolled in the elementary course, 462 were Naval Aviation cadets. Most of these continued through the advanced course.

By mid-1942, as indicated, marked changes had occurred in the campus C.P.T. program. Earlier students enrolled in it had to sign a pledge "to enter the military service of the United States to take further flight training" if qualified. About twenty signed up for the Army and a like number for the Navy. Another twenty were rejected, at least temporarily, because of physical defects. One result was to reduce sharply the number of campus enrollees.

Four flight contractors handled the flying instruction. They were the Lane Aviation Corp., the Miller Flying School, the Northway Flying Service, and the Sullivant Flying School. They supplied planes for flight training and both operators and planes were under rigid government inspection and approval.

Much of the earlier instruction was given at Port Columbus

until the Navy took it over, and at the Sullivant Airport. The Lane Aviation Corp. transferred its training activities in August, 1943 to the new University airport, later Don Scott Field. It continued there until the program was closed out. Students in the 1942 summer class used the Sullivant Airport where, in the words of Prof. Stinson, conditions were "very congested and dangerous."

Students had to pass C.A.A. final examinations in order to complete the course successfully. Starting with the summer of 1942, trainees were housed in the Kappa Delta Rho and Delta Sigma Phi fraternities at first and later in the Sigma Nu and Delta Upsilon houses.

Since the actual flying schools were at some distance from the campus, the University first hired private carriers to transport the trainees. Later it bought a 7-passenger car and a 36-passenger bus for this purpose. Stinson called the total program "one of the most important steps in preparation for World War II" as well as "one of the great forces for the advancement of aviation in the history of this country."

B. THE SCHOOL OF AVIATION

Several years before World War II, Ohio State and three other Midwestern universities—Michigan, Purdue and Wisconsin—took part in a conference at which the question of aeronautical engineering was discussed. One decision was that Ohio State would not enter this field. But with the advent of the C.P.T. program on the campus in 1939, followed by Pearl Harbor, the University reversed its position considerably before the end of 1942.

A major result of this was the creation on November 9, 1942 in separate actions by the Board of Trustees of a Graduate Aviation Center at Dayton and a School of Aviation on the campus. A little earlier 382.5 acres were bought as the site for a University airport seven miles northwest of the campus. The Graduate Center at Dayton, to quote the Board minutes,

was set up "to offer opportunity for qualified graduate students in that area to pursue advanced courses in aerodynamics, airplane structures, communication engineering, applied mechanics, theoretical physics, mathematics, etc."

The School of Aviation program was far more inclusive. In a prefatory statement to the Board, Dr. Bevis stressed "the importance of air power in war and the likelihood of a vast expansion of aviation in the post-war period. In these developments, both in war and peace, the State of Ohio has and should continue to have a prominent place. Modern aviation had its birth in Ohio." He cited these further facts: many industries essential to aviation development, including several major ones, were based in Ohio; one-fourth of all expenditures for airplanes and their accessories was spent in Ohio; and airports and flying fields were being established throughout the state.

All of this, he emphasized, indicated "the desirability of a centrally located School of Aviation with proper laboratories and other equipment," and that such a school "ought to be established at the Ohio State University" which already had many of the necessary component parts. In support of this contention, he cited a dozen favorable factors in terms of appropriate courses, facilities and personnel. Besides these, he added, were "important" research programs in progress in high altitude physiology, meteorology, and psychological factors. Finally, "an excellent flying field" was being developed, providing unusual training, instructional and research opportunities.

The Trustees thereupon adopted a resolution offered by Dr. Bevis that "a comprehensive program of Aeronautics" be developed at the University. This was to include the establishment of a School of Aviation under a director, and with an advisory committee representing nine related departments. Undergraduate curricula were to be developed in five fields: aeronautical engineering, meteorology, air transport, photogrammetry, and aviation psychology and physiology. Provision was to be made

also for graduate and research work in those fields, along with the necessary personnel, laboratories, equipment and apparatus.

Contracts were let for the first two airport buildings, a hangar 80 by 112 feet, and a shops building 60 by 98 feet. These were completed in the early spring of 1943. Two hard surface runways, each 2200 feet long, were built along with the necessary taxiways and aprons. These were ready early in 1944. The first plane, piloted by Major George Stone, commanding Wing 51, Civil Air Patrol of Ohio, landed at the field, however, on November 5, 1942 in the presence of Governor Bricker and other officials. Stone had as a passenger his father, Julius F. Stone, chairman emeritus of the Board of Trustees.

The Board created the department of aeronautical engineering on March 8, 1943. The view of Dean MacQuigg was accepted that the development of aviation on the campus, including the related research and academic program, was "a University function and that the interests of the whole University must be considered" in future planning in that area. Col. Brunzell, retired R.O.T.C. commandant, was named acting director of the School of Aviation, effective January 1, 1944. A 21-man advisory committee was appointed also.

In some ways the year 1943 saw the high and the low points of the effects of the war upon the University. In the March, 1943 *Faculty Review*, President Bevis summed up the University's war activities under three headings: teaching, service and research, as follows:

Teaching—"The University is in the process," he reported, "of developing, in cooperation with the representatives of the armed services, a wide array of teaching programs, for men in uniform. Informal reports indicate that the Ohio State University has been chosen as one of the schools for the training of men in aircraft recognition, the training of Naval Air cadets under the Civil Aeronautics Administration, advanced engineering training, language and area studies, basic engineering, psychology and pre-medicine." In addition, medical, dental and

veterinary medical students in uniform were continuing their regular but accelerated courses. Currently, the president added, "we have contracts covering only a small number of the above programs, but other contracts are confidently expected in the near future." And so it proved.

Further, the program of teaching students not in uniform was being "constantly modified and additionally streamlined to meet the war situation." For example, student nursing programs were replanned whenever possible so as to provide "essential hospital experience and teaching" in thirty months. Senior nurses could be assigned to duty in Army hospitals or other areas in their last six months of training. Similarly, at the request of the State Department of Education, the University developed a plan under which students could qualify for temporary certification in elementary and secondary teaching in nine quarters of college work. They were then expected to return to the campus in the Summer Quarter to qualify for the Education degree.

In line with an American Council on Education recommendation, special pre-induction curricula were planned for men. These were intended to develop "a command of English; provide an historical background of the war; give a basic elementary foundation in mathematics; assure physical stamina; and develop keenness of mind and judgment."

Besides the general pre-induction curricula, there were special curricula in mathematics and physics, chemistry, geology, and foreign languages—French, Spanish, Portuguese, Italian, Russian, and Japanese—and for those preparing for work as map and topographic draftsmen, for military police, and intelligence work. There were temporary programs also for trained personnel in commercial and secretarial fields because of heavy demands in those areas.

Dr. Bevis attached "particular significance" to the training of women "for the various armed forces, for replacement of men in needed areas, for civilian occupations, and for the post-

war reconstruction period." He noted also that the University offered "a wide variety of choice for those interested in training in specific areas of war significance, as well as in other fields."

It was continuing to proceed, he observed, "on a Four-Quarter accelerated basis." Wherever possible it had streamlined its programs and curricula. In some instances there were 5 p.m. classes "to meet the needs of people in war industries." A number of additional short courses were made available as, for example, Rural War Production, special first aid training for pharmacists, special postgraduate laboratory and tropical medicine courses, and postgraduate refresher courses in dentistry.

Service—about 200 staff members by now had gone on leave for military and non-military government service. Among the agencies represented were the Bureau of Economic Warfare and the Department of Justice. Under the E.S.M.W.T. program, Dr. Bevis noted, "the University had aided in the training and upgrading of thousands of people through essential war courses, not only in Columbus, but Mansfield, Marion, Newark and Dayton." Other contributions were through the Twilight School, and through Field Laboratory Workshops.

The departments of agricultural engineering and agricultural education organized and conducted farm machinery repair schools, with refresher courses for vocational agriculture teachers and farm machinery operators. These resulted, Dr. Bevis added, "in the salvaging and servicing of thousands of farm implements." The horticulture department similarly pooled its efforts "to see that every family in Ohio will have the benefit of the latest information on the establishment of a victory garden."

In response to a nationwide call for all available quinine supplies Dr. Bevis said the University turned over 554 grams of bulk quinine sulphate, along with 100 5-grain capsules, and 45 grams of the hydrochloride salt. Also in the field of public health, Dr. Charles A. Doan, of the College of Medicine, was medical director of the Columbus Blood Donor Center which was opened December 1, 1942. The first mobile unit was

organized two weeks later to serve surrounding communities. The local quota of blood was 1500 pints a week.

An oddity in the spring of 1943 was the change by Columbus to "fast" time while the University remained on standard time. To offset this classes were held an hour earlier. Yet clocks on one side of High St. in the campus vicinity showed 10 o'clock, for example, while those on the University side were 9 o'clock. President Bevis explained that the University, "as a state institution, is legally bound to maintain the time established by the State Legislature."

As a result of the speed-up in courses, about 1000 graduates who normally would have gotten their degrees in June, 1943 received them at the March 19 convocation. Another change was to combine the Junior and Senior Proms on March 5 under the joint sponsorship of Sphinx, Mortar Board, Bucket and Dipper, and Chimes.

As its memorial, the senior class decided upon a "Victory Bell." It was to be set up on the oval and was to be rung after each athletic victory. For the time being the '43 Senior memorial fund was to be invested in War Bonds. The bell finally materialized in 1953 but atop the southeast Stadium tower.

3. Looking Both Ways

In retrospect the University in 1942-43 might be said to have been looking both ahead and back. The end of that school year proved, in fact, to be the half way point in the war. But in his fourth annual report President Bevis noted that while the University continued to put all of its resources at the service of the nation, it began also to take a hard look at the post-war years even though they were not actually in sight.

"Just as it has rapidly adapted its program to the war," he wrote, "so Ohio State will be prepared to reorganize speedily for the post-war period. Without any false optimism, we are already preparing for that happy day when the conflict is ended.

However long or short the war may be, the University will have its post-war blueprint ready long before 'the boys come home.'" So it turned out. His statement referred to the fact that since mid-May, 1943 the special faculty committee, headed by Prof. Hoagland, had been "closely scrutinizing the University program in anticipation of post-war needs."

This was of a piece with what had gone before. For Prof. Hoagland in the months before Pearl Harbor had headed the special committee which had begun to mobilize University resources for the impending war. Now Dr. Bevis called Dr. Hoagland the "connecting link" between the war and post-war programs.

The committee for the latter, he noted, "has been asked to be concerned primarily with 'concrete recommendations for concrete developments at this University.' It was suggested that the group look both outward and inward—'outward toward the activities sponsored by the state and national governments and other developments concerning our community conditions—inward at necessary curricular developments, organizational requirements, and personnel problems.'"

He emphasized that plans were in the making also for a dual purpose post-war building program. "First is our own need," he explained. "The depression and then the war have prevented us from expanding, even maintaining, our plant to meet the needs of a growing student body and the increasing calls for other University services, particularly research. The second, and no less important, objective in preparing such a building program now is the very useful purpose this construction may serve in absorbing some of the surplus employment which the nation may experience for a matter of some months or years. . . ."

He called the year 1942-43 again "one of very definite progress for the University." He cited "the wholehearted co-operation" of Governor Bricker, of other state officials, the legislature, and others. "We take increasing pride," he observed,

"in the contributions of the thousands of our former students and of our faculty to the war effort, both in the military service and in civilian capacities. Their accomplishments testify anew to the usefulness of this state and federally-supported university in 'Education for Citizenship.'"

He said the total enrollment of 14,137 "exceeded expectations" and indicated how "our young people have taken advantage of the accelerated program to speed their preparation for war work." He stressed "the splendid morale" of students in a time of war and attributed this in part to "the splendid cooperation from the parents," both individually and collectively.

He cited the fact that during the year the Board of Trustees had become an all-alumni body for the first time. Dr. Burrell Russell, of New Philadelphia, and Lockwood Thompson, of Cleveland, left the Board. They were succeeded by James F. Lincoln, w'07, also of Cleveland, and Warner M. Pomerene, '15, of Coshocton. An unusual development in this connection was the naming by Governor Bricker of Donald C. Power, '22, '26, '27, his executive secretary and formerly on the Commerce faculty, as a Trustee for the term beginning May 13, 1944—a year hence. This was so that the legislature, then in session, could confirm the nomination, which it did.

Bowing to wartime restrictions and other conditions, the conventional Alumni Day program was abandoned for 1943. Instead an alumni war conference was held June 12. About 300 attended. Class reunions for all but the 50-year and 25-year classes, '93 and '18, were canceled likewise.

A resumé of the University's wartime activities and problems was presented at the conference in Derby Hall at which Dr. Bevis spoke. He touched on the fact that 300 staff members were on war leave and that the low enrollment of under 7000 might go still lower. He told the alumni also that the campus had become an important center of war research, with some \$3 million in such contracts, most of them for the government.

But none of these could be described or identified except the Navy Recognition School.

Three other events marked the day's program: a detailed report by an alumni War Activities Committee, of which Milo J. Warner, '13, of Toledo, past national commander of the American Legion, was chairman; dedication on the oval of a War Service Board, showing the number of University war dead, missing, prisoners, and total in service; and presentation to Mrs. Vera McElroy, of Columbus, of a memorial certificate in honor of her son, Lieut. Harry J. McElroy, Jr., w'44, who was killed in the crash of a pursuit plane.

As of June 12, the Service Board showed 5586 Ohio Staters in all branches of service, 69 dead, 23 missing, and 29 prisoners.

The alumni committee report compared the World War I setting with that of World War II and the steps the University had taken to mesh with the all-out effort after Pearl Harbor. It cited the wartime research program, lauded the work of the Navy Recognition School, and noted that much of the research program had been made possible by alumni giving through the Development Fund Program. Chairman Warner said the committee's function was two-fold: to take stock of what the University was doing in the war, and "to explore directions in which the war program can be refined and extended." He cited also the *Alumni Monthly* Pearl Harbor edition, the University war film, and other activities.

The committee made five recommendations: that work be started "at once" on a new University war history; that "every possible device be used to keep in touch" with the University's men and women in war service; that an "overseas edition" of the "Combat Section" of the *Monthly* be sent at least quarterly to those in service not subscribing to the *Monthly*; that the University "make adequate preparation for assistance" to alumni needing help in getting employment after the war; and that the alumni, individually and through the association, "give serious consideration to ways in which they may continue to

be helpful to the University in its big opportunity for service in the war and in the peace."

The sound motion picture, "The University and the War," was produced early in 1943. As of January, 1944 a total of 106,319 persons, most of them Ohioans, had seen the film which ran 22 minutes. The State Department ordered four copies of it to be shown abroad, especially in Australia, New Zealand, South Africa and Egypt.

As of January, 1944 the film had been viewed by 551 groups, including 284 high schools, luncheon and other clubs, fraternal groups, educational associations, civilian defense workers, and others. Nineteen colleges and universities borrowed copies for special showings on their campuses.

The film was produced by Profs. William R. Parker, English; Frank J. Roos, Jr., fine arts; and Lloyd Reber, photography. Wilbert "Wib" Pettegrew, WOSU, was the commentator. The film depicted how the University was meeting the challenge of the war.

4. Enrollment Far Down

Although the Summer Quarter had become a "regular" quarter as a result of the accelerated program, enrollment in the summer of 1943 was far down, especially in terms of "regular" students. As of July 13, the total was 7166, but of these 2524 were in armed services programs, plus 153 in the Twilight School, leaving only 4489* students "in course." These latter included 644 dental, medical and veterinary students in uniform. Armed services personnel were distributed as follows: A.S.T.P., 845; S.T.A.R., 846; Navy medical and dental, 83; Navy Recognition, 550; E.S.M.W.T., 200. Some fifty others were in the Navy Civilian Air Authority War Training Service.

The count of "regular" students also included men in pre-professional Medicine and Dentistry exempted from Selective Service, as well as men classified in 4-F and other draft-exempt

* Later figure given in Registrar's Annual Report as 4876. Other similar figures that follow are from this same official source.

categories. The remaining male undergraduates were 17-year-olds and a few only sixteen.

The enrollment shrinkage naturally had some bearing on the teaching load. But this was offset in turn by the fact that by now some 300 staff and faculty members had been granted leaves of absence for war service.

Two wartime shortages were reflected on the campus that fall. One had to do with milk and the other with coal. Because of a severe shortage, University milk sales in mid-October, 1943 were limited to 75 per cent of June sales. That same month President Bevis and Business Manager Steeb asked the faculty to help conserve coal by cutting the use of light, power and heat in classrooms, laboratories and offices to a minimum. The request was in the form of an official notice.

Prof. E. L. Dakan, on leave from poultry husbandry for work with the War Relocation Administration, caused a small storm in December, 1943 because of statements taken as reflecting upon Ohio farmers. The W.R.A. was responsible for the resettlement of Nisei Japanese, born in the United States, who had been interned in western camps pending their transfer elsewhere in the country. Feeling—or suspicion—ran high against them for a time in the west.

Dakan was quoted as saying—or was so understood—that Japanese-Americans then in relocation centers could teach Ohio and Michigan tenant farmers and seasonal workers the value of daily baths. Specifically, he wrote an article for a W.R.A. publication for distribution among the Japanese-American internees. He insisted that he did not mean that Ohio tenant farmers never bathed but only that many of them did not bathe daily or as often as the Nisei. He was trying to tell the Nisei that they might find many Ohio and Michigan tenant farmer houses lacked the bathing facilities to which the Nisei were accustomed. At the time about 2500 Japanese-Americans had been placed in Ohio and Michigan.

Midwestern Congressmen denounced Dakan in Washington. The Cleveland area W.R.A. supervisor instructed all W.R.A. bureaus to stop further distribution of the article which had been mailed only to relocation centers where West Coast Japanese were interned. The Dakan article was published in a 4-page bulletin, the *Midwest Frontier*. The tempest died out in time.

Even during the war most campus undergraduate publications continued to publish despite the literal manpower shortage. The *Lantern*, for example, had several women editors during the war years and even a woman sports editor. There was some difficulty over the latter in the fall of 1944 because of a long-standing rule that women were never admitted to the Ohio Stadium press box for football games. This was resolved by assigning to her a separate booth adjoining the press box.

The *Sun-Dial* also had a woman editor. From time to time over the years it had been in trouble with the Committee on Student Publications over questionable material appearing in its pages—text, cartoons and even photographs. Early in October, 1944 President Bevis personally suppressed the *Sun-Dial's* "Freshman Uplift" issue which he called "the filthiest issue" he had seen. He also ordered all unsold copies to be brought to his office. Some 3300 copies of the issue had been printed, and by then nearly all had been sold on the campus.

Within a few days interested students met at the Alpha Phi sorority house to discuss ways and means of getting permission for the *Sun-Dial* to resume publication. The suspension was indefinite and, as it turned out, when permission finally was given to resume publication it was under strict assurance of better taste and closer supervision—and under another name. This turned out to be *Scarlet Fever*.

Both the suspension and the discontinuance of the old name aroused some alumni such as James Thurber, w'18, the author,

and Gardner Rea, '14, cartoonist, both of whom had served on the *Sun-Dial* in the "old" days. After about two years permission was granted to resume the use of the original name and "Sunny" was back in business although from time to time it was again in difficulty of one sort or another.

V

SPECIAL TRAINING PROGRAMS

ONE of the major wartime changes was the appearance on the campus of thousands of men in uniform, along with a few women in khaki or blue. This came about through the establishment of special training programs geared to the needs of the armed services. Some of these, as noted, applied to regular students, as in Dentistry, Medicine and Veterinary Medicine. They were sworn into military service but continued their regular education on an accelerated basis.

From mid-1942, however, thousands of other service men from elsewhere were assigned to the campus for special programs of varying length and purpose. Three of these in particular were of major scope and importance: the so-called Navy Recognition School, the A.S.T.P.—Army Specialized Training Program, and the S.T.A.R.—Specialized Training Assignment and Reclassification. Between mid-1942 and the end of 1944 thousands of service men, already in uniform, came to the campus under one or another of these programs.

For regular students, apart from those in the three professional colleges, there were such service outlets as the Enlisted Reserve Corps, the advanced R.O.T.C., and several Navy programs—V-1, V-2, V-5, and V-7. Initially, at least, these called for the student to remain in school but to go into active service upon the completion of his studies or upon call.

At least two pre-war programs of importance were shifted quickly, as noted, to a wartime basis after Pearl Harbor. One of these was the Civilian Pilot Training program. The other was the Engineering Defense Training, begun in 1940, which next became Engineering, Science, and Management Defense

Training—E.S.M.D.T.—and finally Engineering, Science, and Management War Training, or E.S.M.W.T.

In the months that followed a variety of shorter special courses was held on the campus, a few of a military nature, and the others civilian but war-connected. One of the former was a Diesel engine school. Among the others were courses in camouflage and plant protection. Even the new Twilight School and WOSU, the campus radio station, contributed to the war effort.

Students also took a hand in related matters, as indicated. The Student War Board was set up along with the War Service Corps, both intended to facilitate student participation in war activities. In the spring of 1943 the University sponsored a series of lectures on various aspects of the war to afford a better understanding of the basic issues.

On the civilian side, labor was in somewhat short supply during the war because millions of men and thousands of women were siphoned off into the armed services and because of the demands of war industry. To help offset this shortage, the University undertook two special projects other than the special war industry training courses referred to elsewhere. One, as noted, was to encourage hundreds of Victory Gardens by faculty and staff members. The other was a pioneer program to train several hundred Kentuckians and West Virginians for work on Ohio farms.

By early 1943 five groups of nearly fifty each of these "hill" people had been given brief but intensive training on the campus. These "students," who were housed in trailers underneath the Ohio Stadium, were recruited chiefly in Kentucky by the U.S. Employment Service, with the help of the Farm Security Administration. The "course" lasted only a week, of which a day and a half were outside, using tractors and other mechanical equipment with which the men were previously unfamiliar.

Many Ohio farmers came to the campus in the early days

of these "schools" to interview the men and there was some lively bidding for their services. The bidding stage passed and later requests or inquiries for the men were placed through the U.S.E.S. office in the county where the man would work. A good many of the men were placed on northern Ohio dairy farms.

About a fourth of the Kentuckians became homesick even before the week was up and returned home. Some changed their minds, however, and returned to the campus to complete the work. The special teaching staff for them included Agriculture faculty members, plus qualified farmers from central Ohio.

Although Ohio State was chosen to pioneer in this type of training, at least one other such "school" followed on another Ohio campus, with others planned elsewhere. The work consisted of supervised training in the livestock barns, in the agricultural engineering laboratories, and on the University farm. Year-round workers were sought as "students." They ranged from young to middle age.

1. E.S.M.W.T.

The E.S.M.W.T. program, under Prof. Nold, took on added significance in 1941-42. It was begun as a defense training program to help meet the shortage of technically trained men and women in industry. As Dr. Bevis noted, a survey in June, 1941 indicated that defense industries would need at least 70,000 engineering graduates as against the anticipated output of fewer than 14,000 from the engineering colleges. The Army and the Navy were expected to take most of these.

During 1941-42 a total of 2345 men and women completed one or another of these courses on the campus. Of this number 1995, or 85 per cent, received certificates of satisfactory work. Nearly all of these "graduates" went directly into war industry. The courses were non-credit and were financed by the government. Most of these courses were given at night since nearly all of those enrolled were already employed.

A breakdown of the certificates granted, by areas, was: accounting, 238; chemistry, 158; drawing and design, 428; inspection, 114; management, 414; mapping and surveying, 20; mathematics, 117; metallurgy, 84; radio and ultra high frequency techniques, 265; miscellaneous, 157.

Of the total, 1149 certificates went to students on the campus. The others were scattered among fifteen other centers, mostly other Ohio colleges, cooperating in the undertaking. At Ohio State seventy faculty members took part in the program. An outstanding course was in the chemistry of explosives whose "graduates" went into the growing number of ordnance plants.

Another significant University contribution to the pre-war and early war effort, already mentioned, was the Civilian Pilot Training program. Its purpose was to help build up the large force of pilots needed to maintain and expand the nation's air forces. Between October, 1939 and June, 1942 the number of "students" completing the primary course was 197. In 1941-42, 110 completed the primary course and sixty the secondary or advanced course. By another year the need for pilots was so great their training on a mass basis was undertaken by the Armed Forces. But many of those who took the C.P.T. work continued their flight training in the Army Air Corps, the Navy, or the commercial air lines.

At the start of the Autumn Quarter, 1942 the Army had ten men in an elementary section on the campus and fifteen in the secondary, with thirty Navy men in the primary and fifteen in the secondary section. As flying cadets the Navy men were to go to the pre-flight school at the State University of Iowa after leaving Ohio State and the Army men were to become instructors or ferry command pilots.

In the fall of 1942, as mentioned, the University began a new type of public service in the form of evening classes carrying full academic credit. Although they were started as a permanent feature of the educational program, Dr. Bevis remarked that they took on at once a major wartime aspect. This

was because hundreds of men and women who normally might have been students were in war industry instead and quickly took advantage of the program.

2. *The Navy Recognition School*

One of the most important wartime contracts entered into by the University centered in the so-called Navy Recognition School. Through the Research Foundation the first such contract was signed 12, 1942, with a revised agreement on March 8, 1943. By the terms of the first contract the Foundation and the University were to cooperate in conducting the school "for training officers of the Navy" and some other "nominees" in the split-second identification of aircraft and surface ships, both enemy and friendly. Upon graduation these trainees, in turn, were to become teachers at various Navy bases and schools in methods of identification devised and developed by Prof. Samuel Renshaw, of psychology, who was the supervisor. (Because of its close identity with research and with the Research Foundation, other aspects of the Recognition School are described in detail in Chapter VII, Wartime Research.)

Early in 1943 the Navy asked that the number of trainees be increased from the original 120 to 550. The contract called for the use of one-third of Derby Hall and all of Baker Hall, for part-time use of athletic facilities, and such use of Starling-Loving Hospital "as required." The school began September 1, 1942, was extended to June 30, 1943, but actually continued until the end of 1944. The contract had a 90-day waiver clause. By the time the school was closed some 3000 men had taken the 60-day course for which Dr. Renshaw won national recognition and in time a special Navy commendation.

By the opening of the Autumn Quarter, 1942 the school had 101 men in residence. In time the total number enrolled in various stages of the course stood at 500 or more "aboard" at Baker Hall. Women students previously housed there were

placed in fraternity houses otherwise closed for the duration and in private rooming houses under University supervision.

Early that fall the school was beginning to grow rapidly and was attracting wide attention. More than 200 officers and men from seven Allied services were soon represented in its classes: the British Royal Navy, the Royal Air Force, the Royal Canadian Air Force, the New Zealand Naval Volunteer Reserves, and the U.S. Army, Navy, and Marine Corps.

The methods developed by Renshaw enabled the men to recognize airplanes, battleships, tanks and other military equipment if seen for as little as 1/150 second. In turn the split-second recognition made it possible to cut the losses from friendly attack. A U.S. Navy officer accompanying a group of high-ranking British naval officers who inspected this training program disclosed that it was being adopted by all the Allied Nations. He added that of sixty U.S. colleges and universities with which the Navy had training contracts Ohio State was the most cooperative.

Amazing results were obtained by using Dr. Renshaw's methods in making it possible to recognize instantly objects barely seen for a fraction of a second. Not only was such skill important in identifying enemy aircraft and ships but in recognizing U.S. and Allied ships and planes which at high speed and under limited visibility could be the unwitting targets of friendly forces. It was said that in aerial "dog fights" at the time as many as four out of ten planes on both sides were victims of friendly fire.

The classes, using special equipment devised by Prof. Renshaw, were held in Derby Hall. The men marched to and from classes in formation and, of course, in uniform. This training period was for eight weeks with a new class of sixty arriving and another being graduated at two-week intervals.

One of the later students in the course was Prof. Robert E. Rockwood, of Romance languages, who was on leave with the rank of lieutenant commander in the Navy. He was a

veteran of World War I, in which he had been a naval aviator, and volunteered for service in the new war. He ultimately saw extensive service in North Africa.

In addition to the A.S.T.P. and E.S.M.W.T. programs under which the University gave instruction to thousands in the war effort, there were occasional smaller special programs. One of these Dr. Bevis reported on at the June 15, 1942 Board meeting had to do with the training of aircraft machinists for the U.S. Army Air Corps for which a contract was signed May 25, 1942. This was for the training of personnel detailed to the campus on or before June 30, 1943. It was a concentrated course since it was stipulated that no one class should exceed eighteen students and not more than three classes should be receiving instruction at any one time.

Those assigned for this work were to receive up to 700 hours of academic training. They were housed in the Southwest tower of the Ohio Stadium and took their meals at the Ohio Union. The first group of these students reported on the campus June 5, 1942.

Supplementing the Recognition School in the summer of 1942 was a Diesel engineers' school. This, too, was a Navy project. The first class of twenty-nine arrived July 6 and was graduated September 12. The "students," mostly ensigns, came to the school from sea duty and from naval training schools. Some had even had battle experience. Using a Diesel unit removed from the *U.S.S. Plunkett*, a destroyer, the men learned the operation, maintenance and repair of Diesel motors. The Navy provided one instructor but Prof. Stinson was coordinator and academic director for the course. This was in addition to his responsibilities for the C.P.T. program.

In October, 1942, as indicated, C. W. Reeder, '06, junior dean of the College of Commerce and Administration, was appointed University armed services representative. His function was to coordinate the several Enlisted Reserve systems. An early announcement from his office said that the opportunity to sign

up for the Army Enlisted Reserve and the Army Air Corps Enlisted Reserve would end December 31, 1942.

A "no enlistment" order went into effect as of December 6. At that time an earlier statement by Secretary of War Stimson still stood that Army Enlisted Reserve men on college campuses would be called at the end of the fall term. About 1500 Ohio State men were in this category. Meanwhile details of a new plan affecting men in certain universities were being disclosed. One was that men who qualified in Army tests would be assigned to college work in uniform with Army pay and under military control. The War Department would determine their curricula and the universities would intensify specialization.

Indications were that the government would enter into contracts with certain universities for this work depending upon their being able to provide the necessary facilities, including dormitories. On the strength of this possibility University officials were considering taking over all of the women's dormitories plus the Stadium, Buckeye and Tower Clubs for such purposes.

A new National Service Curriculum for women students was begun during the Autumn Quarter, 1942. It was designed for women who had completed three years of college work and enabled them to concentrate in their senior year upon courses fitting them directly for war work. Four programs were offered: accounting, management aspects of industry, engineering aspects of industry, and statistics. Twenty were enrolled, seven in engineering, five in statistics, five in management, and three in accounting.

Somewhat similarly, Dr. Herrick L. Johnston, of the chemistry department, said that 264 men and women trained on the campus in the chemistry of explosives, were at work in twenty-nine U.S. ordnance plants in the making of munitions. Since June, 1941, when the program had begun, six such classes had been graduated. At first most of these special students were from Ohio but in time twenty-one states were represented. This course was part of the E.S.M.W.T. program.

In October, 1942 also seventy men from industrial plants in Central Ohio attended a week-long course on plant protection. It covered twenty-two subjects bearing on the war emergency and included such matters as sabotage, personnel identification, and internal security.

An oddity in the special course offerings related to the war in 1943 was one in camouflage, taught by Prof. Morris E. Trotter, of architecture and landscape architecture. The 3-hour course, an elective, was part of the National Service Course program. It attracted fifteen students in the Winter Quarter, 1943. Besides the fundamentals of camouflage for military purposes the course covered methods for the concealment of industries and cities in case of bombardment.

A two-week safety and health training course was given during the Winter Quarter, 1943. Six officers and twenty-four civilians took the work. The course was designed to instruct representatives from stations within the Fifth Service Command (Ft. Hayes) on new safety precautions and devices, elimination of accident hazards, conservation of food and health, and medical treatment. Of the four men in charge of the course, two were from the campus. They were Howard Dwight Smith, '07, University architect, and Prof. Nold.

To help students to a better understanding of war issues, faculty members from seven assorted departments arranged to give a series of lectures during the Spring Quarter, 1943. The departments were business organization, geography, economics, history, sociology, philosophy, and political science. The topics included "Geographic Background of the War," "The Rise of Hitler's Germany," "Ideas Behind the War," "Problems of the Far East," "Social Problems of War," "The Role of Government in War," "Financing the War," "Production and Consumption in War," and "The Next Peace."

3. National Policy Clarified

As the 1943 Winter Quarter began the national policy on manpower in the colleges was clarified. Ohio State was one of

about 350 U.S. colleges and universities under the so-called Army-Navy plan for specialized technical training. It became clear that the 2000 men on the campus in the Army Enlisted Reserve would not be called until the end of the quarter. Even men eligible for the draft had a good chance of finishing the quarter. It became known also that the Navy V-1 and V-5 Reserve classes would not be called until June and those in the Navy V-7 (deck and engineering officer Reserve) and the Marine Corps Reserve would not be called until graduation.

Under this plan dental, medical and veterinary students in the Enlisted Reserve would be called to active duty at the end of the academic year and would then be detailed to continue their courses under contracts with the War Department. Seniors in advanced R.O.T.C. would go into active duty upon graduation. All other enlisted reservists would be called to active duty at the end of the Winter Quarter, would get their basic military training, and then could apply for further technical training. After these men had completed their intensified training—of from three to twenty-seven months—their future lay in one of five directions: officer candidate school, technical noncommissioned officer, troop duty, advanced technical training in exceptional cases, and technical work outside the Army in rare instances.

With minor modifications the Navy was to follow the same procedure. All of these men would be in uniform and would get regular service pay. Dr. Bevis estimated that Ohio State's "fair share" of these trainees would be 3000.

Despite reassurances there were understandable unrest and uncertainty among men students in the winter of 1943. As of February 9, 401 students had withdrawn from school and the number was growing each week. Most of these men quit to enter the armed services—some because they were drafted, some because their friends were going, and some just to end the uncertainty. In this respect it was like the early months of World War I. In point of their numbers, Engineering stu-

dents were most numerous, followed by Arts, and Commerce. By March 6 the number of male drop-outs was 1011, of whom 908 were entering the Armed Forces.

Meantime Ohio State was one of more than a dozen Ohio colleges and universities the War Manpower Commission approved for specialized training of Army and Navy personnel. The War Department approved the University for training engineers and the Navy Department, as noted earlier, for aircraft and ship recognition. One change in policy was the elimination of deferred fields of study such as accounting, industrial management, statistics and economics.

The year 1942-43 marked an advance in the use by the Army and the Navy of training on the campus for special duties. As many as 3000 Army men and 500 Navy men came to be in training there at a time. This helped to keep the campus at a nearly normal enrollment figure.

The Navy Recognition School, under Prof. Renshaw, continued to be the most unique campus contribution to the active war effort. It was at first the only school of its kind in the country. Following Ohio State's lead, President Bevis pointed out, the Army Air Corps had adopted its own version of the method. And twenty other U.S. colleges and universities had begun preparatory schools in which cadets received five hours a week of recognition training, followed by a like period of training at five pre-flight schools.

"This recognition training," he added, "already is credited with the saving of many lives of our fighting men, enabling them as it does to identify approaching craft more quickly. The margin of time between slow and speedy recognition may be the difference between life and death, victory and defeat."

An important research project, about which little could be said because it was confidential, was conducted by the psychology department. This was done for the National Research Council Committee on Selection Training of Air Craft Pilots operating in conjunction with the Civil Aeronautics Admin-

istration. The project had to do with the development of training techniques aimed at producing a better quality of pilots in the same or a shorter time. Expansion of the project, for which \$30,000 worth of equipment was used, was anticipated. "Results of this research are confidential," Dr. Bevis said, "but where possible they are being adapted for use by the armed services." Prof. Floyd C. Dockeray, of psychology, was in charge of the project.

The Army, of course, was the largest user of campus facilities for war purposes. It had ultimately some 3000 men in its A.S.T.P. units. The Army contracted also with the University in the spring of 1943 for the S.T.A.R. program. The first unit consisted of 600 men. Under new contracts signed by June, the size of the S.T.A.R. unit was raised to 1100.

4. *The A.S.T.P.*

Second major step in converting the campus to war purposes and to help offset the continuing shrinkage in male enrollment was the selection of the University as a basic training school for a large A.S.T.P. unit—Army Specialized Training Program. The contract with the War Department, signed in April, 1943, provided for up to 1500 such students. The curricula were arranged in 13-week terms with the Army students in uniform, under discipline, and drawing service pay, but with a civilian faculty.

Occupants of the Tower, Stadium and Buckeye Clubs were notified that those facilities would be turned over to the trainees. The University agreed to provide the latter with housing, food, medical care, classroom space and recreational facilities. They were not to be mixed with civilian students.

Ohio State was approved for the A.S.T. Program for engineering courses, for training in personnel psychology, for area and language training preparatory to service abroad, and for pre-Medicine, Medicine, Veterinary Medicine, and Dentistry, plus preparatory work for these last three.

Col. Brunzell, R.O.T.C. commandant, was commanding officer of the A.S.T.P. Dean of Men Park was in charge of housing. Prof. Norval N. Luxon, of the School of Journalism, was named coordinator for the entire A.S.T.P. set-up, including S.T.A.R. and other units. Assisting him was Prof. Lawrence D. Jones, secretary, College of Engineering.

Meanwhile Selective Service, in Washington, issued a new "recommendation for deferment" list to guide local draft boards in considering the occupational deferment of college students. In order to qualify, the latter had to show continued promise and be able to complete their studies before July, 1945 in scientific and professional schools, in agriculture, forestry and optometry, and in critical engineering areas, or as interns. This policy had the effect of quieting some jittery students.

The campus took on more and more the look and character of a large training camp by mid-1943 as the number and scope of wartime activities were greatly expanded. This was especially true of the special programs related directly to training for the armed services. The A.S.T.P. was designed to help meet the Army's need for specialized technical training of men for certain Army tasks. The trainees were selected from enlisted men who had completed their basic training of thirteen weeks.

Enlisted Army Air Corps Reservists qualified for aviation cadet training, it was learned, would be called for active duty as of April 1. In mid-February, Dean Reeder had announced that the deferred status of 269 students in the Army Air Corps Reserve had been canceled as of February 1 and their names were transferred to the list of those available for active duty. In February also the immediate selection of the freshman medical class for 1944 was authorized.

The Navy was busy in other ways on the campus. The start of a new Navy college training program to produce naval officers on a wholesale basis was announced for July 1. Toward the end of February the Naval Reserve was established to help meet that service's need for engineers.

Early in March, Dean Reeder reported that the Enlisted Reserve call-up might be delayed. He emphasized that all reservists were expected back for the Spring Quarter. Another new war service course, Geology of Water Resources, was announced for the Spring Quarter.

Further changes occurred early in that quarter. On March 30 the Fifth Service Command, at Ft. Hayes, Columbus, indicated the immediate call to duty of about 800 members of the Army E.R.C. Students in advanced R.O.T.C. were also ordered to active duty. Qualifying tests for admission to the A.S.T.P. and to the Naval college training program were to be given April 3 in the chapel. Women were now eligible, moreover, for Navy and Coast Guard commissions. Advanced R.O.T.C. students could apply for active commissions but third-quarter seniors could remain in school. Both the basic and advanced R.O.T.C. programs were to be continued.

All men in the Engineer Reserve Corps, however, were to be subject to immediate call. It was announced also that men in the pre-dental, medical and veterinary programs were the only ones excluded from the April 20 call. The *Lantern* reported "noticeable student relief" at this development.

Men in two of the three Navy programs—V-1 and V-2—were to remain in school until June 30, Dean Reeder reported. Those in the V-7 program with one quarter left were to continue on an inactive duty status. A few days later it became known that men in the advanced R.O.T.C. might get an abbreviated training program ranging from a minimum of three weeks to a maximum of three months before entering officer candidate schools.

5. *The S.T.A.R.*

Another major contract entered into with the War Department was for the training of a large S.T.A.R.—Specialized Training Assignment and Reclassification—unit on the campus. This was approved at the December 6, 1943 Board meeting, but was retroactively effective as of April 6, 1943, under author-

ity granted to Dr. Bevis in such matters on November 25, 1940. It called for approximately 1100 trainees.

The president reported other similar contracts signed for special training, with their effective dates, as: Reserve Officers Training Unit, 48 trainees, April 17, 1943; Army Specialized Training Reserve Officers Training Unit, for 262 trainees, August 27, 1943; Army Specialized Training Basic, Advanced Engineering, Foreign Area and Language, and Personnel Psychology Unit, for about 735 trainees, June 13, 1943. This last was modified as of September 13, to cover about 1821 trainees.

Other contracts with the Army, with effective dates, covered 150 trainees for "Curriculum Advanced Phases," June 13; and for medical, dental and veterinary students assigned by the War Department, June 21. There was also a contract with the Navy Department effective July 1, for medical and dental trainees assigned by the department. Under the tight A.S.T.P. schedule it developed that only Christmas was recognized as a holiday. Extra pay for some janitors had to be arranged accordingly.

The first group of S.T.A.R. trainees arrived April 13. The next day 175 of them took over the Tower Club in the Stadium Dormitories. The Army ran a truck shuttle service for them between the Union Station and the Stadium Dormitories. An S.T.A.R. testing program was set up with 12-day "refresher" periods in mathematics, chemistry, and physics.

President Bevis took note of this development in a letter to the teaching staff. He reported that the University had been approved for specialized training through the S.T.A.R. unit and if all the programs materialized the campus would have about 2400 uniformed men, besides those in the Navy Recognition School and medical, dental and veterinary medical students. He called the Spring Quarter, 1943 enrollment "gratifying" and noted that in some departments the loss of staff members for war service about offset the lower enrollment.

By the end of the month new contingents of S.T.A.R.

trainees were arriving on the campus each Wednesday and Saturday. They underwent testing and took refresher courses. Some 200 of the first arrivals were shipped out to other training units at the University of Chicago and the University of Kentucky.

Further changes in the training program were to become effective with the opening of the Summer Quarter, 1943. As of June 14 the University was to start 13-week training units in three fields—personnel psychology, foreign area and languages, and advanced engineering, with a total enrollment of 375 to 475 men. A week later dental and medical students were to be in uniform—either Army or Navy—as privates or apprentice seamen. Veterinary medical students similarly were to be in the Army. All were to draw \$50 a month, plus tuition, books, instruments, and subsistence.

Early in June the Army asked the University to increase the capacity of its S.T.A.R. unit from 600 to 1100. To house the additional 500 men, steps were taken to lease eleven fraternity houses north of Fifteenth Ave. These men were to form the Second Battalion which was to be fed in the Ohio Union.

Enrollment fell to its next to lowest point during the war in the Spring Quarter, 1943 when the figure was only 6754 as against 10,099 for the previous Winter Quarter. The record Spring Quarter low was to come in 1944. These were the lowest regular quarter enrollment figures since the end of World War I.

By April 20, 1943 325 more male undergraduates were called up. The total called was 1325 of whom 800 were in the Enlisted Reserve Corps, 225 R.O.T.C. seniors and 300 R.O.T.C. juniors. The only exceptions to the call for Enlisted Reserves were those in pre-dental, pre-medical and veterinary medical students who were to remain until the end of the Spring Quarter.

Dean Reeder, as armed services representative, told students in the V-1 and V-7 Naval Reserve groups to be ready to go on active duty about July 1. But those who then had only one

quarter to complete their requirements for a degree would be permitted to remain.

Toward the end of May the University had signed a second contract providing for the establishment of an A.S.T.P. unit in three sections. These trainees were to be housed in Neil Hall with a maximum of 575 men in advanced engineering, personnel psychology, and foreign area and language study. Actually there were 600 such trainees. Near the end of the month it was reported that 156 faculty and staff members were now on leave for active duty with the Armed Forces, with sixty-four others on leave with government departments in connection with the war.

As the Spring Quarter neared its end there was a shift in the allocation of dormitories for use of the uniformed trainees. The Army took over Mack and Canfield Halls as of June 14 and Neil Hall was transferred to Army use. Student nurses formerly quartered there were shifted to Oxley Hall. Another new contract called for the training of 250 pre-dental, medical and veterinary students. The total of uniformed trainees was now 1825.

The number of uniformed Army and Navy men on the campus rose considerably by the time the 1943 Autumn Quarter began. The figure stood at 3732, of whom 3340 were in the Army and 392 in the Navy. Regular enrollment was down to 7031. Faculty and staff members continued to leave the campus for active service and for work in war industry. Three-fourths of the civilian students were women. The sharpest drop was in the incoming freshman class.

The University was hard put to find sleeping quarters for its uniformed students. They not only occupied Baker, Mack, Canfield, and Neil Halls, but thirteen of the larger fraternity houses. The University had 3 1/3 per cent of all the A.S.T.P. students in the nation. And every area of the Army curriculum was represented on the campus.

The breakdown on uniformed students was: A.S.T.P., 1989;

A.S.T.P. (professional), 660; A.S.T.P.—R.O.T.C., 191; S.T.A.R., 500; Navy Recognition, 250; Navy Flight, 60; and Navy (professional), 82.

Special efforts were made to have the thousands of A.S.T.P. men feel at home. Many were from the west coast and to many the University was only a name prior to their arrival. As of January, 1944 it was said that about 6000 men had taken or were taking this work on the campus. Ohio State had one of the largest such programs among the 250 colleges and universities where it was being given.

Quite apart from the training, which was under direct Army control, the University sought to make friendly personal contacts with the men. One method was through a daily page in the *Lantern* devoted to A.S.T.P. and other activities and personnel. Another was to send the next of kin,—wife or mother—of each A.S.T.P. soldier on the campus a personal letter from President Bevis. It said that the University was “doing everything possible to make his stay an enjoyable one, in order that he may carry away pleasant memories of his visit to Ohio State.” This contact brought thousands of replies, especially from parents. In addition a weekly campus social program “manned” by co-eds offered relaxation. This included dancing and games in Pomerene Hall.

An illustration of the good will thus created was shown in an incident involving Prof. Frederic W. Heimberger, of political science. At the close of the Autumn, 1943 quarter when an A.S.T.P. class he was teaching met for the last time, his “G.I.” students gave him a pipe, a tobacco pouch and a scroll signed by each man. They also “promoted” him to “sergeant.” Heimberger, later dean of the College of Arts and Sciences and then academic vice president, was a corporal in World War I.

As of May, 1944, Eleanor R. Collins, assistant dean of women, estimated that in six quarters the campus U.S.O. had entertained more than 10,000 service men in Pomerene Hall

and that 1500 co-eds had taken part in U.S.O. programs and entertainments.

6. *The Picture Begins to Change*

The various Armed Forces training programs in operation on the campus underwent much change during the school year 1943-44. As the war neared its later stages the training situation was altered greatly.

The number of S.T.A.R. trainees went down from 1100 to 500. In the 1552nd Service Unit 150 men were taking regular courses, with graduate students doing research. There were also 259 former students taking training, with 434 Army trainees in Medicine and Dentistry and 226 in Veterinary Medicine. The west half of Baker Hall housed 460 basic phase and advanced engineers, the other half being occupied by Navy Recognition School personnel. Another 500 trainees, as noted, were located in fraternity houses. As October, 1943 began ten WAVE's had arrived to attend the Navy Recognition School.

That fall also some 650 students were putting in 12,000 hours a week on a part-time basis in the Army Engineer Maintenance division in Ives Hall. This program was scheduled to last from four to six weeks under supervision of Columbus Depot personnel.

By a tragic coincidence, two trainees committed suicide in the space of three weeks. One, a 44-year-old man studying in the foreign area and language courses (A.S.T.P.), hanged himself in Neil Hall November 7. On December 1, a 19-year-old A.S.T.P. trainee, hanged himself similarly in the basement of the Delta Chi house with a railroad ticket to Texas in his pocket. No explanation was given in either case.

There were charges, meanwhile, of discrimination, waste and inefficiency in the national A.S.T.P. program. These came under investigation by the House Military Affairs Committee. As far as Ohio State was concerned, the program was defended by

students, faculty and officials. On this point Coordinator Luxon said "Ohio State University feels that this program is sound educationally or it wouldn't have undertaken it." The University at the moment had eight such contracts in operation and its A.S.T.P. unit was the third largest in the country, next to those at Yale and Stanford.

Before the end of January, 1944, however, the A.S.T.P. quota was reduced from 2020 to 1870, divided as follows: A.S.T. reserve, 50; basic phase, 650; pre-professional, 50; advanced engineering, 670; foreign area, 150; 9-A, 100; S.T.A.R., 200. It was learned also that the foreign area and language program would be concluded June 3. This reduction made it possible to "mess" the medical, dental and veterinary medical trainees in the Ohio Union starting with the Spring Quarter.

A second reduction in the A.S.T.P. quota was announced three weeks after the first. Nationally the drop was from 145,000 to 35,000 men. It was said that this latest move would cut Ohio State's quota in half, possibly more. By mid-March the Spring Quarter quota was cut to 905 including reserve, 29; pre-professional, 68; advanced professional, 26; advanced engineering, 144; medical, 229; dental, 207; and veterinary medicine, 202.

There were changes also in the University calendar. Early in the previous fall there was talk of a shift in schedules but President Bevis, in a letter to the faculty, pointed out the possible disadvantages, hardships and conflicts this might create. Next he announced that civilian classes would not be altered to conform to military classes. A survey had showed most of the faculty opposed. Under the proposed change the Winter Quarter would have started December 14. In keeping with the times the A.S.T.P. held classes on November 11, then known as Armistice Day, and the Thanksgiving vacation was held to one day.

The College of Engineering was an exception to the no-schedule change. Because of "war emergencies" and because its civilian enrollment was low, it altered its calendar. The Autumn

Quarter ended December 10 and the Winter Quarter began December 13.

Not long after Engineering made this adjustment, the Administrative Council, by special action, set forward the Autumn Quarter closing date for Agriculture, Arts and Sciences, Commerce and Administration, Education, and Engineering to December 11 and for the Winter Quarter to March 11. Any changes were optional for Dentistry, Law, Medicine, Pharmacy and Veterinary Medicine. The annual commencement remained set as scheduled for June 17. Early in May, the decision was made to return to the old system, with Spring Quarter examinations to be given in the regular examination week, and a full return to the normal time schedule by the Autumn Quarter, 1944.

By March, 1944 the campus Navy Recognition School had graduated more than 2000 officers and men. Most of these served later as instructors at ship and shore stations throughout the world. Although the war was beginning to approach its final stages, the Armed Forces were asking for more men trained in the split-second perception and recognition of planes and surface craft.

Early in 1944 the School had an enrollment of about 300. Half of them were in the "lookout" division and half in recognition training. The former were taught how to see, how to use the eyes to spot small objects at sea, and how to develop night vision. Navy enlisted men in this course were chosen for the special training on the basis of their educational background.

Late in February, 1944 the War Department decided to transfer 110,000 men then in A.S.T.P. units, such as those at Ohio State, to combat units. One immediate effect of this was to cut the campus unit about in half. Part of the explanation for the change in policy was that the war was being stepped up, and local Selective Service boards had failed to meet the Army's manpower needs.

In an editorial the March, 1944 *Alumni Monthly* asked two questions: whether the 110,000 men in specialized training would be much of a factor in strengthening an army of 10,000,000, and whether important scientific and engineering categories would be "seriously set back by the action." The answer given to the first query was "No," and to the second "Yes." The editorial ended: "To us the new policy looks like hindsight indeed."

The actual cut proved deeper than expected. More than half of the A.S.T.P. personnel was sent elsewhere, mostly to Army camps. Only 905, as noted, were left for the Spring Quarter and 638 of these were in Dentistry, Medicine, and Veterinary Medicine. Another result was the lowest total enrollment in more than a quarter of a century. The official Spring Quarter figure was 6057, including nearly 4300 civilians, the A.S.T.P. group, 200 Navy Recognition School, 165 other Army-Navy trainees, and 500 in Twilight courses. At its height the local A.S.T.P. program had involved forty-eight different kinds of schedules but toward the end this was reduced to ten.

Coordinator Luxon, in reviewing the A.S.T.P.'s first year on the campus, said that in that time 5195 soldiers were tested and classified. Of these 3451 were accepted and assigned to training, while 1695, or 32 per cent, were rejected. Oddly, many of those who failed had too much rather than too little education, but not enough of the right kind for the narrowly technical courses involved. One local side effect of this change in policy was to give up the thirteen fraternity houses the A.S.T.P. men had been using in addition to the dormitories.

The campus Navy Recognition-Lookout School formally ceased operation as of December 31, 1944. It was said at the time that the University viewed the move "with mingled pride and regret (and some relief.)" The pride grew out of the fact that the school was the first of its kind in the nation, was the most outstanding, and for most of the twenty-seven

months it was in operation the largest. There was regret because the campus had become not only accustomed but attached to the sight of the Navy men marching in formation four times a day between Derby Hall, where the classes were held, and the "*U.S.S. Baker*," otherwise Baker Hall, where the men were housed. The relief arose from the fact that the University badly needed the housing facility for other purposes—A.S.T.P. men and the growing civilian student body.

Thousands of men, including other than Navy men, had been trained there in recognition techniques. There was a cordial exchange of sentiment between the Navy and the University at the close of the relationship. Rear Admiral L. E. Denfield, assistant chief of the Navy Bureau of Personnel, said: "The Navy regrets the termination of its relations with the Ohio State University Research Foundation and the University and is deeply appreciative of the contributions they have made to the war effort in recognition training."

For the Research Foundation which administered the necessary contracts, Director Olpin responded that the Foundation and the University were "both proud to have aided the war effort through the recognition training program." He added that he understood that all branches of the Armed Forces were using Dr. Renshaw's methods in original or amended form. He noted that the training program had gone far beyond the experimental and developmental stages.

After the departure of the Navy men, Baker Hall became entirely an A.S.T.P. housing facility. Some 450 A.S.T.P. men who had been quartered in the Stadium Dormitories were transferred to Baker, making a total of 750 there.

Dean Park left a memorandum on Army and Navy housing which had given rise to problems on the campus. It showed that in twenty-eight months the special units of the two services made eight moves involving dormitory and other facilities. To recapitulate:

The first Navy Recognition School men moved into Baker Hall in September, 1942. Six months later the last of the civilians vacated that dormitory and the Navy took it over entirely.

The next month the Army's S.T.A.R. unit took possession of the Stadium Dormitories. Two months later the Army's A.S.T.P. unit occupied Neil, Canfield and Mack Halls, plus thirteen fraternity houses. In September, 1943 this same unit took over a little more than half of Baker Hall.

In April, 1944 the trend was reversed for the time being. That month the Army released Neil Hall, the Stadium Dormitories and the fraternity houses. Five months later it gave up Canfield and Mack Halls. But that same month (September), it again took over the Stadium Dormitories. In January, 1945 when the Navy vacated Baker Hall the Army occupied it.

7. The President's Report

A major step that had been taken in 1942-43, to quote Dr. Bevis' fourth annual report further, was "the inauguration of a program intended to make Ohio State the nation's foremost college training center for aviation." This prospect was enhanced during the year, as noted earlier, by the purchase of land for the establishment of an airport seven miles northwest of the campus on which the first buildings in a long-range program were constructed.

On the academic side, along with this physical development, as indicated, were the creation of a School of Aviation and a department of aeronautical engineering, plus curricula in aeronautical engineering and air transportation management, and the Graduate Aviation Center at Dayton. The University, Dr. Bevis commented, was preparing to help Ohio to maintain its leadership in the aviation industry.

The president reviewed at some length also the development and increasing usefulness of the campus radio station, WOSU. He recalled that it was started in 1910 "first as a receiving unit only," and that same year the first instruction in radio

was given on the campus. With experience "showing the direction to be taken," he added, the University was "now seeking to coordinate all its radio activities—educational broadcasting, research in radio, and training for careers in radio." He emphasized that each year radio "assumed increasing importance as one of the means by which the University makes its services and its program available to all the people of Ohio."

He recalled these further facts: that in the great Columbus flood in 1913 the station "was the only means of communication between Columbus and the rest of the world," that broadcasting from the campus had been "conducted regularly since 1922," that between 1922 and 1943 the station's power had been increased from 100 to 5000 watts, that WOSU, originally WEAO, had a wide following and as early as 1924 one program brought "fan mail" from forty-three states, and that in Ohio it covered "more of the state than any other one station,"—all except "the extreme corners of the commonwealth." The station was a means of sharing the faculty with the public of Ohio. In one recent 6-month period, 140 members of the campus staff had taken part in WOSU programs.

One popular offering in recent years, he pointed out, was the WOSU Radio College, presenting series of courses each quarter. The department of Romance languages was a pioneer in this area with non-credit courses in French and Spanish. During the current year the English department offered two literature courses by radio besides weekly book reviews. Other departments offering regular programs included chemical engineering, Journalism, and economics. Other colleges sponsoring regular programs were Agriculture, Education and even Dentistry. A new development during the year was the University Forum, broadcast weekly. Meanwhile the Ohio School of the Air, run in cooperation with the State Department of Education, continued to be a special WOSU activity, supplementing the regular classroom work of the schools.

Dr. Bevis cited the physical education department as affording "a good example of the manner in which the University program has been quickly adapted to wartime needs." Rather than curtailment, he pointed out, the department during the year had "met altered and intensified emphases." Some 3500 trainees in the special military programs stressed "swimming and other aquatic skills, combative activities, military stunts and tests, and vigorous sports." Nearly the entire men's physical education and athletic staff had taken part in the military classes.

For other students, he continued, the war had "brought a new realization of the importance of physical conditioning." To this end the department had responded "by discarding the milder, more recreative sports and emphasizing the more useful skills of swimming and boxing and the more rugged sports of basketball and soccer. Obstacle and stunt courses were built and during the year civilian men students have been put through their paces in a more vigorous program."

The women's division had revised its program also but it was not "felt necessary to go to any bizarre and unusual lengths to provide a spectacular 'fitness' program for women." There was a continuation, rather, "of sound activities for women chosen for the merit of their contributions to the student's well-being and to her social adjustment and personal enjoyment."

The year, as the president noted, had brought many changes in the student picture because of the war. The housing program, student organizations and student activities had all felt its impact. Women students had succeeded to posts usually filled by men such as president and secretary of the Student Senate.

The office of the Dean of Men had continued to assist the dwindling number of men students with problems relating to Selective Service. In all more than 5500 such cases had been handled through that office.

Students had become increasingly active in war work through

their organizations and otherwise. The two major student war programs, as noted, were those of the Student War Board and the War Service Corps.

As the president observed also the year had been an unusual one for student employment. In particular the number of jobs in industry had increased greatly. For the first time there had been more applications from women than from men students—1491 to 1468. The Student Employment Office had calls from 1339 employers for men students and from 1471 for women. Of the men referred to jobs 88 per cent had been placed and 84 per cent of the women.

Both student and instructional ranks in the Graduate School had been depleted severely by wartime requirements. But already post-war plans were going forward under Graduate Council committees. One recommendation was for the establishment of a Bureau of Governmental and Legal Research.

Despite the war the Radiation Laboratory, a cooperative research activity, had continued to make progress, especially in nuclear physics. A small laboratory to house the betatron and the 3,000,000-volt electrostatic generator had been completed but construction of the betatron and the generator was delayed because of the war. Several important war researches centered in the department of agricultural chemistry.

The war had been responsible not only for draining many persons from the teaching staff but for unusual shifts of personnel from one department or college to another to meet the teaching shortage. Mathematics, for example, already short-handed, had a gain of thirty-three sections or about 1000 student registrations over the previous year. To meet this need faculty members from education, civil engineering and even philosophy had been transferred with a little "brushing up." Similarly, classes of a member of the political science department who went into the Navy had been taken over by two men in the College of Law, and a geology instructor had helped out in physics.

New courses, described as of "an emergency nature," introduced during the year came under the heading of National Service Courses. They were to be given for the duration only. They included Interpretation of Topographic and Geologic Maps for Military Purposes, Military Geology, Aeronautical Meteorology, Celestial Navigation, Epidemic Diseases in Warfare, and the lecture series on "The War and Its Significance."

There had been wartime developments in the foreign language area also. Russian, Japanese and Portuguese, as indicated, had been added to the curriculum. But unlike the days of World War I, after which the Ohio Legislature abolished the teaching of German in the public schools, German courses had been continued. In the Romance languages department there had been a strong shift from French to Spanish courses. A unique offering was a "good neighbor" service course in English where all students in the first class were from Latin America.

Wartime shifts and emphases had been reflected also in offerings of the College of Commerce and Administration. Despite limitations on travel its annual Accounting Institute, Personnel Institute, and Institute for Trade Association Executives were described as "highly successful." Their programs had been keyed to wartime problems and attendance was up as much as 50 per cent. The college took pride in the fact also that its departments cooperated fully in the new Twilight School program under Prof. Thomas E. Kibler, of economics, chairman of the faculty committee which "guided this important new University venture through its first successful year of activity."

The College of Pharmacy had completed successfully its first year under the wartime accelerated program. Medicine and Veterinary Medicine had operated similarly. The year was called especially difficult for the College of Medicine because seventy-five members of its teaching staff had gone into the armed services and few replacements were available for its stepped-up program.

Like Arts and Sciences, the College of Education had added special wartime courses. In psychology there were two: Military

Psychology and Mental Hygiene for Professional Workers. A half dozen others were added for teachers of vocational trades and industries. The department of education had added one on Teaching Pre-Flight Aeronautics in the Secondary School to meet a request of the Civil Aeronautics Administration. This was taught also by Prof. F. C. Dockeray who, although past forty-five, took a refresher course in flying.

Other Education offerings, different from the run-of-mine pattern, that had been continued included a conservation laboratory begun in 1940, for elementary and secondary school teachers, field service projects, September field experience, and personnel courses.

In Engineering, similarly, there were special wartime courses apart from those in the regular curricula. The E.S.M.W.T. had continued to offer non-credit courses on the campus and in several Ohio cities. Between July, 1942 and February, 1943 more than 100 Navy officers had attended a 10-week Diesel Engine school.

From June, 1942 to January, 1943, the Army Air Corps Technical School, in Illinois, had sent five classes of from sixteen to forty-eight men to the campus for shop training. The Army Engineering Maintenance Corps on one occasion had assigned thirty second lieutenants to the University for a five-day course in industrial engineering. More than 150 men from the Army Signal Corps had come to the campus for instruction in ultra high frequency work or in pre-radar studies. The photography department likewise gave a special course at Lockbourne Air Base. The industrial engineering department established a course in safety engineering. And the new A. F. Davis welding library, in process of development, was expected to be the most complete such library in the world.

The College of Medicine, as noted, had been somewhat hampered by the fact that so many members of its teaching staff were in service and replacements in most cases were not to be had. Another blow was the sudden death on January 14,

1943 of Acting Dean Leslie L. Bigelow. But progress was made nevertheless. One development during the year was the establishment of a new department of physical medicine.

Meanwhile the college research program had gone forward, especially in aviation medicine. Some of this research dealt especially with the effects of high altitude flying in which medical students served as "guinea pigs." Another piece of research, sponsored by the National Research Council and related to the war, had to do with atabrine as a substitute for quinine. The college also set up an Ex-Service Men's Clinic to aid in the scientific rehabilitation of maladjusted men discharged from the Armed Forces for mental inadequacy.

Like others, the College of Dentistry reflected strongly the effects of the accelerated wartime program. Of its 247 students enrolled during the summer only four were not in some branch of the Armed Forces. Of fifty-six seniors graduated in March, all except a few excused for physical disability, went directly into the Army or Navy with commissions.

No meeting of the University Health Council was held between June, 1944 and June, 1945 because the time of most of the staff was taken up with A.S.T.P. and other trainees on the campus. During that year more than 68,000 medical and health services were given to A.S.T.P. soldiers and regular students. Three-fourths of this total service went to A.S.T.P. men.

"For the first time in Ohio State history," it was reported in the May, 1945 issue of the *Faculty Review*, "an infirmary was established. It was used exclusively for A.S.T.P. soldiers. It was located in the basement of the newest wing of Baker Hall. It served 361 soldiers for 1300 hospital infirmary days between October 13, 1943 and March 16, 1944, when it was closed, as the A.S.T.P. unit was decreased from approximately 3000 to approximately 800." Physicians on the staff of the campus Health Service served as contract officers to the Army.

Prof. Nold, director of the campus E.S.M.W.T. program, won official commendation for the way he and the University

handled the assignment. George W. Case, director of E.S.M.W.T., in the U.S. Office of Education, praised Nold in October, 1945 after receiving the latter's final report. "Your programs were well planned and most effective," Case wrote, "in providing the training that was badly needed in industry and I am glad to report that our records show that Ohio State University has enrolled 12,604 trainees, certainly an excellent contribution to the war effort." Case added, "Congratulations for the fine service the University has rendered."

VI

STAFF AND OTHER CHANGES

1. Administrative Shifts

IN the natural course of events, and not because of the war except in a few cases, a number of major changes occurred at the administrative level—University and college—between 1941 and 1945. The number of vice presidents was increased to two, eight new deans or acting deans were named, and two veteran administrative officers—Edith D. Cockins, registrar, University editor and secretary of the faculty, and Carl E. Steeb, business manager—both reached the mandatory retirement age. Steeb continued until his death in 1958, however, as secretary of the Board of Trustees.

As noted earlier, J. L. Morrill, the first vice president the University ever had, resigned as of December 31, 1941 to become president of the University of Wyoming. He was succeeded in the vice presidency by Prof. Harvey H. Davis, chairman of the department of education. In a further shift of University organization, with a realignment of some functions, another vice president was added in January, 1944 with the elevation of Dean Bland L. Stradley, of the College of Arts and Sciences.

Within a comparatively short time the College of Medicine had a succession of deans and acting deans. Dean John H. J. Upham retired at the end of the 1940-41 school year. Dr. Hardy A. Kemp was named to succeed him as of September 1, 1941 but before long went on military leave. Dr. Leslie L. Bigelow was then named acting dean as of March 1, 1942 but died in January, 1943. Dr. Rollo C. Baker, secretary of the college, next served as acting dean. In December, 1944 Dr. Charles A. Doan, head of medical research, became dean and director of University Hospital.

Dr. Doan, widely known for his research in hematology and tuberculosis, had been chairman of the department of medicine and director of medical research since 1936. Former Dean Kemp, still on military leave, was named professor of public health and hygiene. Actually he never returned to the campus.

Similar changes affected the Colleges of Education and Veterinary Medicine and the office of the dean of women. Dr. Esther Allen Gaw, dean of women, and Dean Arthur J. Klein, of Education, both took voluntary retirement, the former as of February 1, 1944 and the latter as of September 1, 1945. Mrs. Christine Y. Conaway, '23, formerly in the College of Arts and Sciences office, as noted, became dean of women as of April 1, 1944. Prof. Ross Mooney, of the Bureau of Educational Research, who was acting junior dean of Education, was made acting dean as of September 1, 1945.

In January, 1945 Dean Oscar V. Brumley, '97, of the College of Veterinary Medicine, died after a long illness. He had been dean since 1929 and was a past president of the American Veterinary Medical Association. Dr. Walter R. Hobbs, '14, secretary of the college, was named acting dean.

Several other changes occurred at the administrative level. In March, 1942, Carl M. Franklin, who had been secretary to President Bevis, was made assistant to the president. He left before long, however, for Navy service.

Prof. Norval Neil Luxon, of the School of Journalism, also came into the administrative picture in 1943. He was first named coordinator of the special military programs on the campus. Later he became director of the Twilight School when that agency was given permanent status. After the war he was made assistant to the president in charge of budget matters.

In another shuffle, the News Bureau, which had been in existence since 1922, was renamed the Bureau of Public Relations. Additional functions were spelled out for it. Harold K. Schellenger continued as director, but with more responsibilities.

Despite this shift complications arose not long afterward as a result of somewhat hasty Board action that called for early correction.

Further details of the foregoing and other changes are spelled out below.

The vice presidency vacated when J. L. Morrill left remained unfilled for only two months. At their March 19, 1942 meeting, the Trustees approved the recommendation of President Bevis that Prof. Davis fill the post. A member of the faculty since 1928, he had been chairman of the department of education since 1937. During his first three years on the campus he had served concurrently with the State Department of Education.

It had become known early in February, 1941 that the name of Vice President Morrill was under consideration for the presidency of the University of Minnesota. Morrill would say only that he had had an interview with the Minnesota regents. It developed that another educator being considered for the position was President W. H. Cowley, of Hamilton College, but formerly of the Ohio State staff.

A strange succession of events ensued. Cowley earlier became president of Hamilton after Morrill had turned down that position. In turn, Cowley was chosen for the Minnesota vacancy, subject to certain conditions. This fell through, Cowley remained at Hamilton, and in January, 1942 Morrill went to the University of Wyoming as president. But two and a half years later he was chosen president at Minnesota and served there for sixteen years until his retirement in 1960.

Announcement of Morrill's election as president at Wyoming was made October 2. President Bevis expressed regret at losing the vice president, but said he recognized "the opportunity for service presented by this call." He predicted that Morrill would do a great work at Wyoming.

At the November 11, 1941 Board meeting the Trustees accepted Morrill's resignation "with the greatest reluctance" and

in a formal resolution called him "an administrator of marked genius, a distinguished scholar, loyal public servant, wise counsellor, understanding friend, . . ."

The University added another vice president two years later with the promotion of Dean Stradley, of Arts and Sciences, to the new post as of January 1, 1944. He had been Arts College dean for seven years. He was also University examiner in charge of admissions from 1919 to 1937. In his new capacity he was to deal with the entire area of student relations: matriculation, registration, campus organizations, student health service, and student employment. In other words, he would be responsible for the student's well-being outside of the classroom. Under him were the deans of men and women, the registrar, the examiner, the director of student health, counselling officers, and student employment.

Vice President Davis continued in charge of academic affairs: faculty and curricular matters. President Bevis, of course, continued to exercise general supervision.

In line with these foregoing changes the president's office now had three main functions: 1) supervision of faculty and curricular matters; 2) supervision of student affairs; and 3) overall supervision and management of public relations under the president himself.

A month after Stradley's elevation, Prof. Harlan H. Hatcher was elected to the Arts College deanship. The University asked the Navy to release him from duty at the Navy school at Chapel Hill, N. Car. Hatcher was later to succeed Davis as academic vice president when the latter returned to the State University of Iowa, his alma mater.

A further appointment early in 1942 to help meet the growing administrative burden was that of Carl M. Franklin as assistant to the president. A former student under Dr. Bevis at Harvard, Franklin had been serving since the summer of 1941 as secretary to the president. He was currently secretary of the Council on Instruction and of the University Policy

Committee which was restudying all University activities. Before many months, as noted, he accepted a Navy commission.

In mid-1943 several other administrative changes occurred. Dr. Bevis reported that the Trustees at their May 10 meeting had changed the name of the News Bureau to Bureau of Public Relations. Harold K. Schellenger was made director. Its functions were spelled out to include: press relationships, promotional literature, speakers' bureau, general information, paid advertising, conferences, parents' associations, exhibits and calendars and publicity. The Bureau was to continue to serve as the office of the Twilight School.

In April, 1944 President Bevis made three staff changes. Prof. Luxon, formerly of Journalism and more recently A.S.T.P. coordinator, was made director of the Twilight School. Greater emphasis upon the Twilight School program tied in with the University's postwar planning to enable it to serve more people on a broader scale. Prof. Lawrence D. Jones, former secretary, College of Engineering, succeeded Luxon as A.S.T.P. coordinator. He had been assistant coordinator.

A major retirement in June 1944 was that of Edith D. Cockins, '94. She went on leave of absence as of April 1. She had not only served the University well for fifty years but she had made a place for herself on the campus unmatched by any other woman and equaled by few men in the long history of the University. She served under six presidents of the University—William H. Scott to Howard L. Bevis. She was the University's first registrar and was secretary of the faculty and University editor. From 1929 to 1940 she served also as alumni recorder.

Her influence, however, far exceeded the bounds of her office, especially in alumni and alumnae circles. She founded and for years ran the annual Sunset Supper on Alumni Day. Even in retirement, as it turned out, she was to be active in campus affairs. In time she became the biographer of Ralph D. Mershon, '90, whose multi-million dollar estate she helped to

assure for the University. In addition, she was curator of the Mershon papers and was active to the day of her death, just short of ninety, in 1963. She was the first woman ever elected head of the American Association of Collegiate Registrars.

One of the positions vacated by Miss Cockins was filled from on the campus and another by a newcomer. In October, 1944 Dr. Ronald B. Thompson came from the University of Utah as registrar and University examiner. In February, 1945 Prof. Lawrence D. Jones, who had been secretary of the College of Engineering and A.S.T.P. coordinator, became secretary of the faculty and of the Faculty Council.

Another University veteran retired as of July 1, 1945 from one major campus job after forty-six years but kept another. This was Carl E. Steeb, longtime business manager and secretary of the Board of Trustees, which elected him business manager emeritus but kept him on as its secretary.

He had been business manager since 1909 and secretary of the Board since 1904. During his tenure he had signed 50,588 of the 60,680 diplomas awarded up to then by the University. He continued as secretary until his death in 1959. One of the new high-rise dormitories was named for him in 1961.

At the June 6, 1945 Board meeting Delmar A. Starkey, on behalf of the Alumni Advisory Board, appeared before the Trustees to express alumni views as to the position of business manager. The post remained vacant for some time but at their February 11, 1946 meeting the Trustees, upon recommendation of the president, elected Prof. Jacob B. Taylor to that post, Taylor, a member of the faculty since 1927, at the time of his new appointment was chairman of accounting. He had been in military service from January, 1943 to September, 1945 in World War II and was a veteran of World War I.

At their December 4, 1944 meeting the Trustees took an action with respect to the University's public relations which they were to modify three months later. Upon motion of Trustee James F. Lincoln they voted unanimously to place Alumni

Secretary John B. Fullen "in direct charge of a program to properly inform the public, through publicity and otherwise, of the needs of the Ohio State University." This was on the understanding that "the cooperative help of the proper representatives of the other five state universities" would be sought in "the development of a comprehensive plan to cover" all six universities.

On its face such a move was understandable but it failed to take account of two factors. One was that early that same year in the reorganization of the president's office and functions it was agreed that the president was to be in more or less direct charge of University relations. The other was that the latest move completely ignored Harold K. Schellenger, whose title had been changed in the Spring of 1943 to that of director of public relations. These facts were brought out in discussion and at the March 5, 1945 Board meeting the earlier action was amended upon motion of Mr. Lincoln.

It was changed "to read so as to express the then intentions of the Board" and further that Dr. Bevis be "directed to coordinate and publicize a program of information as to the needs and requirements of the University." He was also to call upon Schellenger, Fullen, the deans and others "for information, suggestions and help in carrying out such program." The amended program again included a request for the help and cooperation of the other five state universities "in developing a comprehensive plan" for all six.

The College of Medicine figured in several major developments in the fall of 1944 and the early winter of 1945. At the October 9 Board meeting, Dr. Bevis recommended that the deanship of the College be declared vacant as a result of the continued overseas wartime service of Dean Kemp. It was said that it might be two years before Dr. Kemp returned to the campus. The Board authorized the President to hunt for a new dean.

There was no November meeting but at that of December

4, Dr. Bevis reported that committee consisting of Drs. Roy D. McClure, Verne A. Dodd, and Bruce K. Wiseman, and Trustee H. S. Atkinson had unanimously recommended the appointment of Dr. Doan as dean. The Board approved the recommendation, effective at once. Dr. Doan was to get a salary of \$15,000 and was to retain such consulting practice as was related to his medical researches, but all fees therefrom were to be paid to the University.

2. *Board of Trustees*

Four changes occurred in the membership of the Board of Trustees during the war years and two Trustees were reappointed in that time. In 1941 H. S. Atkinson, '13, was renamed to succeed himself for a fourth term on the Board. That same year Charles F. Kettering, '04, who had served from 1917 to 1925, was named to succeed Miss M. Edith Campbell, of Cincinnati. Miss Campbell was the second woman to be a Trustee.

Two years later Governor Bricker made three new appointments. The first two were those of James F. Lincoln, w'07, of Cleveland, in place of Lockwood Thompson, also of that city, who had gone into the Army Air Corps. The other was that of Warner M. Pomerene, '15, of Coshocton, to succeed Dr. Burrell Russell.

That same year the governor, as noted, also named Donald C. Power, '22, for the term starting May 13, 1944, to replace Dr. C. J. Altmaier when the latter's term expired. This gave the University for the first time an all-alumni Board. Earlier Power had taught for some years in the department of business organization.

Col. Carlton S. Dargusch, later brigadier general, who was deputy administrator of Selective Service in Washington, was reappointed for another 7-year term effective May 13, 1945. This was his second.

At its May 26, 1941 meeting the Board adopted a special resolution of greetings and recognition to Kettering in connection with "Charles F. Kettering Day" to be observed June 14

in Dayton, his home city. Atkinson, as chairman of the Board, was designated to convey the resolution in person. Of the Kettering appointment, President Bevis said it was "a deserved recognition of the achievement of a great Ohioan and also of the fact that the trusteeship of the nation's fifth largest University is a responsibility of the first order."

In connection with the Lincoln appointment a curious development occurred. He was a well known Cleveland industrialist who had served the University in many ways. He had been president of the Alumni Association from 1927 to 1929. He was one of the five original incorporators of the Research Foundation in 1936. Between 1934 and 1936 he gave the University \$15,000 to get this new program launched.

Despite his background and record, the Student Senate in an unprecedented move in the spring of 1943 undertook an investigation of his "fitness" to be a Trustee. The "charge," brought by Richard Funk, of Elyria, a senior, was that Lincoln had been "unfair to minority groups in his plant," the Lincoln Electric Co., of Cleveland, major manufacturers of electrical welding equipment. It was alleged also that he was "the advocate of an appeasement policy."

The Student Senate named a committee to look into Lincoln's qualifications. It wrote to him and received a one-sentence reply. None of the specific questions it asked was answered. The inquiry ended when the Senate, by a vote of 12 to 11, defeated the resolution.

The first two Board meetings in the school year 1944-45 were held off the campus and one was omitted because of wartime limitations. The July 17, 1944 session was held at the country home of Trustee H. S. Atkinson, east of Columbus. No August meeting was held and instead of the usual annual meeting at Gibraltar Island in September, the Board met next at the Ohio Agricultural Experiment Station at Wooster on September 11. It met again October 10, adjourned to November 5 but did not meet again until December 4.

3. *Department Changes*

Upon recommendation of the Faculty Council in the fall of 1942, the method of choosing and re-electing department chairmen was changed. Instead of staying on from year to year, or even indefinitely as before, they were now to have 4-year terms and their status was to be reviewed at the end of each such period. They were to be elected henceforth by the Trustees upon nomination of the president after recommendation of the dean of the college of which the department was a part. The dean, in turn, consulted members of the department staff individually before making his recommendation. Their duties were defined more specifically and their terms were to end June 30 of any even-numbered calendar year between sessions of the legislature.

A dozen changes were made in the heads of departments, schools or other agencies during the war years. In a few cases department heads retired and were replaced. There were shifts also in the names of departments and two departments became schools.

To take the schools first, in 1942 Miss Frances McKenna was made director of the School of Nursing. By Board action in March, 1944 the department of fine arts became the School of Fine and Applied Arts with Prof. James R. Hopkins as director. In May, 1945 the department of music became the School of Music, and Prof. Eugene J. Weigel was made director. These two units remained in the College of Education.

In June, 1945 the School of Aviation, which had been created in November, 1942, was transferred to the President's Division. Col. Brunzell, the former R.O.T.C commandant, was acting director of the School. Some months earlier, Lieut. Col. George A. Stone, commander of the Ohio Wing of the Civil Air Patrol, was named adviser to the director. Col. Stone was killed later in a plane crash.

Toward the end of 1941 Prof. Albert E. Avey, a longtime member of the department, was promoted to chairman of the

philosophy department. He replaced Prof. Joseph A. Leighton, retired. Two such changes the next year elevated Prof. Dan Eikenberry to the chairmanship of the department of education, vice Dr. Harvey H. Davis, promoted to vice president, and Prof. Laurence H. Snyder, chairman, zoology and entomology, vice Prof. Raymond C. Osburn, retired.

As of July 1, 1943 Prof. John L. Synge was brought in as the new head of mathematics. That same year, Dr. Thomas C. Holy became director of the Bureau of Educational Research in place of Dr. W. W. Charters, who took early retirement. Dr. Bevis, with Board approval, also named two acting junior deans: William S. Guthrie, for Arts and Sciences, and William R. Flesher, Education.

In 1944 Dr. I. Keith Tyler was made acting director of radio education. His function was to coordinate all of the University's "radio resources and activities into a more effective program" and to get it "underway." In January, 1945 Dr. Bruce K. Wiseman became chairman of the department of medicine to fill the vacancy caused when Dr. Doan became dean of Medicine.

In November, 1941 a department of pediatrics, as indicated, had been established in Medicine with Dr. Earl H. Baxter as chairman. Another new department had been added in December, 1942 when the Trustees approved the creation of the department of physical medicine. Its first director was Dr. David E. Jones. In the spring of 1945 the names of two departments in the College of Medicine were changed. The department of obstetrics became obstetrics and gynecology. What had been surgery and gynecology became simply surgery.

Various changes in policy and personnel occurred or were approved in the final months of the 1944-45 school year. One such move by the Trustees was to instruct the president to "convey to the Athletic Board" the Trustees' policies as "to appointments, finances and all publicity relative to appointments and other activities" of the Athletic Board. In other words, the

latter board could act upon policies and personnel but publicity would be withheld ordinarily until the Trustees had approved such action. This would also avoid possible embarrassment should an appointment to the coaching staff, for example, be turned down by the Trustees. Donald C. Power was named alternate representative of the Board of Trustees on the Athletic Board in place of H. S. Atkinson, '13, longtime Trustee member, who was unable to attend meetings because of illness.

In a somewhat unusual action at their May 7, 1945 meeting the Trustees, upon recommendation of Dr. Bevis and the chairmen of their respective departments, extended the active service of six members of the Service Department and one other staff member for a year. All had reached the mandatory retirement age of seventy. Chief among them was William C. McCracken, chief engineer, who had been on the staff since 1886. The others included John Hussey, longtime landscape gardener, Allen H. Sipple, carpenter foreman, three janitors, and an assistant in industrial engineering.

Only twice before had this been done. One was in the case of Tony Aquila, longtime custodian of the Ohio Stadium, and for "Bill" North, veteran campus police chief, known to generations of students. North had been in campus harness for thirty-six years.

Death and retirement removed quite a few long familiar names and faces from the campus scene during the early 'Forties. At the end of the 1940-41 school years, Profs. William Lloyd Evans, '92, chemistry, Joseph A. Leighton, philosophy, and George H. McKnight, English, retired.

Five top members of the faculty retired at the close of the 1941-42 school year. They were: Profs. William L. Graves, '93, one of the "big four" of the English department and longtime "Idler" columnist in the *Lantern*; Thomas E. French, '95, outstanding chairman of the engineering drawing department and the University's first Big Ten faculty representative from 1912; Homer C. Hockett, American history and nationally known

authority on constitutional history; Raymond C. Osburn, '98, chairman, zoology and entomology; and W. W. Charters, director, Bureau of Educational Research.

In 1943 Prof. Harry W. Kuhn retired after forty-two years in mathematics. Three other "oldtimers" who also retired at the end of the 1942-43 school year were Profs. Samuel E. Rasor, '98, mathematics; C.C. Huntington, '02, geography; and Dr. Andrews Rogers, '96, obstetrics. They and Prof. Kuhn collectively had served the University for a total of 156 years.

Major retirements in 1945 included those of: Profs. E. L. Beck, English; M. B. Evans, chairman, German; C. C. Morris, mathematics; Charles S. Berry, adult and special education; Oscar Erf, agriculture; W. M. Barrows, zoology; F. E. Lumley, sociology; and Dr. R. J. Seymour, physiology.

In October, 1941, Dr. Caroline Breyfogle, the University's first dean of women, died. She had retired in 1918. In November, 1942, Prof. H. F. Walradt, of economics, died, and the next month so did Mrs. Edna G. Rightmire, wife of the president emeritus, after a week's illness. Early in January, 1943 the death of John Kaiser, of Marietta, a Trustee from 1915 to 1936, occurred. In April, 1943 Prof. John L. Clifton, of education, former state director of education, passed away.

William Lucius "Billy" Graves, longtime member of the English faculty, died suddenly September 7, 1943 followed shortly by Prof. Emeritus Frank H. Eno, civil engineering, and Prof. George McClure, of soils. Dean Emeritus Alfred Vivian, of Agriculture, died October 25. He had been on the staff from 1902 to 1932. Former Dean David S. White, of Veterinary Medicine, died the following day.

Another early member of the University family to die was Prof. Emeritus Joseph N. Bradford, '83, on December 13, 1943. He had served on the faculty from 1885 until his retirement in 1930. As the first University architect he designed fifty-two campus buildings.

An off-campus death of note was that of John F. McFadden,

of Cadiz, last surviving member of the first graduating class in 1878. He died January 6, 1944. He was 88.

4. Leaves of Absence

Even before Pearl Harbor the question of University policy as to military or other government-connected leaves of absence for staff members began to arise. In the months that followed the administration and the Board of Trustees adopted a rather liberal policy, both as to granting such leaves and as to assuring those who got them that they could return to University service when the emergency was over.

In all, between 1941 and 1945 the University granted leaves of absence to 350 staff members. Most of these were for military service. Some areas—both colleges and departments—were hit harder than others. The College of Medicine, for example, at one time had about seventy-five members of its staff—teaching and University Hospital—away on leave.

Two of the first leaves granted went as of January 1, 1941 to Prof. H. Gordon Hayes, economics, as chief economist for the Consumers' Council, Bituminous Coal Authority, and Prof. Hermann C. Miller, accounting, for Navy duty. Then came calls for Reservists, both faculty and employes, for active duty. It had been foreseen that by the summer of 1941 a large number of these would be called.

On July 13, 1940 President Bevis in a special communication to the faculty had cautioned that the program of normal instruction must go on as far as possible and that emergency leaves would not be granted unless the persons concerned were specifically ordered to duty or their services requested. He said:

We want, of course, to keep intact our regular program of normal University instruction so far as supervening requirements will permit. But, in addition, the University may be called upon for various types of service to the government which can better be performed on the campus than elsewhere. It becomes important, therefore, that our staff be not unnecessarily depleted by temporary withdrawals from service. To this end, leaves of absence without

pay will not be recommended unless the person asking for leave has been specifically ordered or requested by government authority to engage in some definite service.

He observed to the Trustees that "While this statement made no commitment that leaves of absence would be recommended to the Board for those in military or naval service, it does give this implication. Meantime there seems to be a very strong disposition on the part of Deans and department heads to recommend such leaves for draftees and reserve officers—the leave to extend, presumably, until such military or naval service is completed."

The Selective Service Act, he pointed out, "applies only to draftees and not to reserve officers. At the same time, from the standpoint of University policy, the philosophy of the Act would presumably apply to such officers." The Board approved a resolution submitted by Dr. Bevis declaring its "intention to grant leaves of absence, without pay, upon recommendation of the President, to all employes of the University who are ordered into service with the land and naval forces of the United States, with the understanding that such employes may expect to return to their positions in the University upon the completion of such active duty." This was subject, however, to legislative appropriations and the fitness for duty of those granted such leaves.

At its March 10, 1941 meeting the Board "amended and enlarged" the draft deferment action it took in November, 1940. Under this President Bevis was to "formulate desirable policies and criteria for consideration by University deferment committees of cases of students, graduate and undergraduate, in whose behalf the University might properly make representation to local draft boards for occupational and 'necessary man' deferments" and was empowered "to make such representations upon recommendation to him by the proper campus deferment committees."

In May, 1942 the chairmen of the college deferment com-

mittees agreed upon two categories of teaching departments in regard to staff members and Selective Service. In the first they put those that trained personnel "for the actual war effort or for public services connected with health, interest, and safety, including those that provide training through indispensable courses for instructional areas that carry occupational deferment for the students." In the second they included areas that "have no direct or indirect relation to the training of men for the war effort."

Even in the first group it was felt that "only a teacher who completely met the Selective Service requirements as an 'essential man' might be recommended for occupational deferment since the University under no circumstances can do 'business as usual.'" It was emphasized that employes could be recommended for deferment "only when it could be demonstrated that a high percentage of their teaching load contributes directly to the war effort." It was unlikely, it was pointed out, that a case could be made for any employee in the second group.

The policy of granting leaves to staff members was modified further at the April 13, 1942 Board meeting as to persons entering the Armed Forces voluntarily. Such leaves could be granted providing "Proof of conditions rendering such persons liable to induction must be made to the satisfaction of the University Administration."

The 1941-42 annual report carried the names of sixty-two faculty and other staff members who had been granted leaves of absence for military service. Twenty-six others received similar leaves for civilian war work. For the school year 1942-43 there were 142 more wartime leaves of absence.

Meanwhile those who remained on the campus were serving in various ways: on Selective Service and rationing boards, buying War Stamps and Bonds, giving to the U.S.O., Red Cross and War Chest, donating books for camp libraries, and salvaging metal and fats for war purposes. In addition, as Dr. Bevis noted, many staff members were called to Washington and elsewhere

for consultation on matters connected with such government agencies as Selective Service, the War Production Board, the War Labor Board and others.

One leave of absence that attracted wide attention involved Paul Brown, head football coach. The coaching vacancy caused by the "resignation" of Francis Schmidt in February, 1941 had been filled by the appointment of Brown, who came from Massillon High School and had a large public following. He brought five assistants with him.

Early in the war Brown, at the University's request, was granted deferment from Selective Service. This was on the ground that his services were essential to the campus physical education program.

His status changed several times after the close of the 1943 football season. In the fore part of February, 1944 he was reclassified as 1-A by the Massillon draft board. Two days earlier Brown was quoted as saying that he would "do whatever the script called for." At that time a formal University request for his deferment had been made through President Bevis. At this point Brown reportedly told the draft board to disregard any request for deferment and just to "treat my case like any one else's." He added that he had asked no one to request deferment for him.

In the meantime Brown had applied for a Navy commission. This came through in the fore part of April, 1944 and he was assigned to the Great Lakes Naval Training Station as football coach with the grade of lieutenant (jg).

Upon Brown's leaving, President Bevis said, in part, "The University loses a great personality in Brown. His absence will be felt." Carroll B. Widdoes, one of Brown's senior assistants, was named acting coach.

In a surprise move while still on leave, Brown resigned in February, 1945, to accept an offer to coach professional football. Brown notified Athletic Director L. W. St. John of the offer on February 3. Three days later Brown phoned an assistant

coach to say that he was being pressed to accept the "pro" offer. St. John reportedly had told Brown that the University could not match the offer but that he (St. John) would recommend to the Athletic Board that Brown's salary be increased from \$9000 to \$15,000.

The matter never got to the Athletic Board because forty-eight hours later Brown accepted the offer. Widdoes, who was acting coach in the 1943 and 1944 seasons, was named head coach on February 23. Widdoes' parents, the Rev. and Mrs. Howard W. Widdoes, were among Japanese prisoners of war, freed by American forces in the Philippines in the winter of 1945.

Brown signed a 5-year contract as head coach and general manager of the Cleveland Rams, later and better known as the Cleveland Browns. A few days later the *Lantern* exclaimed editorially: "Good Bye, Paul Brown. And good luck!"

Some weeks later Widdoes complained of alleged "tampering" with star freshman football players, three in particular. One of these was Lou Groza who left the campus and quickly became a field goal and kick-off specialist with the Browns, where he still playing in 1966.

5. *Other Changes*

Apart from organizational and personnel shifts, three other major campus changes occurred during the latter part of the war. One was a series of recommendations as to University policy in regard to student and alumni relations. The second was a detailed study of the Twilight School. Last but not least was the formulation of plans, based on their own testimony and desires, to meet the needs of returning veterans whose numbers were growing appreciably by the end of 1944.

The Twilight School, established in 1942-43, was the subject of special attention during the 1943-44 school year. Ralph L. Pounds, of the Bureau of Educational Research, made an exhaustive study of its first year's activities. This was based upon reports

of instructors in Twilight School classes and 1503 questionnaire forms returned by Twilight School students during the year.

A breakdown of the occupations or other activities of the respondents showed these major categories: clerical workers, 334; fulltime University students, 248; teachers—other than Ohio State University, 188; war industries, 124; University clerical, 54; University staff, 54; clerks (store, bank, &c) 50; home-makers, 43; state offices other than clerical, 36; engineers, 29; miscellaneous, 241.

The department of education had the most students with 356, followed by psychology with 332. Twenty-eight departments were represented. In size the individual classes ranged from one to sixty-seven.

Students were asked whether they planned to attend the next quarter. Of these who said they so intended only 32.8 per cent did so. But 39.6 per cent of those responding said they planned to work toward a degree.

They also had specific suggestions for changes in or improvement of the Twilight School program as well as criticisms. Many of the former had to do with class scheduling and registration. Some three score wanted a wider range of course offerings.

A special committee of five, headed by Prof. Ward G. Reeder, was named by Dr. Bevis to study procedures and the program of the School. The committee, in a report at the January, 1944 Faculty Council meeting, made twelve recommendations which were adopted as follows:

The School should be continued.

Course offerings for the present should not present complete four-year programs but with as many courses as feasible counting toward degrees, particularly the first year requirements of degree programs.

It should be in operation during the three regular Quarters, with a summer program when the demand justified it.

It should not have a separate instructional staff.

It should have a director, appointed by the President, to whom he should be directly responsible.

A Twilight School Council should be named by the President advisory to the director with membership on a rotating basis.

Courses in the School should be taught by the regular teaching staff, with members subject to teaching assignment at the discretion of their department chairman and dean.

All School courses should be of college level; and carry full University course credit.

The Entrance Board, Registrar and Bursar should be asked to develop simpler registration procedures for Twilight School students.

The Administrative Council was asked to get the necessary facts as the basis for a further study of the fee structure for part-time students and to make appropriate recommendations to the Trustees.

Colleges and departments, at the request of the director, should prepare curricular programs for at least the three regular Quarters for inclusion in a separate all-year Twilight School bulletin.

Twilight School course material was to continue to go through the usual channels. These agencies were asked to undertake to meet any emergencies in the School program.

President Bevis named these six to the new School advisory council: Chester S. Hutchison, Edison L. Bowers, James F. Fullington, Harry E. Nold, Harold K. Schellenger, and Reeder. All but Hutchison comprised the committee making the foregoing recommendations.

These preliminary moves were climaxed at the April 3, 1944 meeting of the Trustees when, upon the President's recommendation, as noted, Prof. Luxon was named director of the School. He had been a member of the Journalism School staff since 1928. When the war came on President Bevis, as indicated, drafted him to head the special wartime course programs.

The University Policy Committee made three major recommendations dealing with student and alumni relations in a report made in 1943. These were that:

The University assume full responsibility for developing alumni and student spirit and loyalty and for promoting the prestige of the University.

An assistant in the President's office have charge of all activities

dealing with the general welfare of the student and coordinate those activities with the activities of the alumni bodies, and

The president be authorized to appoint such an assistant with whatever specific title seems appropriate.

Members of the committee were Profs. Laurence H. Snyder, Edison L. Bowers, Clyde T. Morris, Deans Alpheus W. Smith and Arthur J. Klein, Business Manager Steeb, Carl M. Franklin, assistant to the president, and Harry R. Drackett, '07, Dean Smith was chairman. Drackett represented the alumni.

These recommendations had a bearing on the appointment, already noted, early in 1944 of Bland L. Stradley as an additional vice president.

As the war moved into its final months, the University undertook large scale plans to receive the flood of veterans expected shortly. Dr. Ronald B. Thompson, the new registrar and University examiner, prepared a questionnaire to be sent to returning men and women asking for their help in planning postwar education. By December, 1944 there were 250 discharged veterans on the campus.

The Veterans' Administration, meanwhile, had approved all of the University's schools and colleges for training under both Public Law 16, the Vocational Training Act, and Public Law 346, the Servicemen's Readjustment Act, commonly known as the "G.I. Bill of Rights." Howard C. Ginn, '16, assistant University examiner and a veteran of World War I, was named liaison representative between the University and the Veterans' Administration. Ginn resigned in January, 1945 and Dean of Men Park was named veterans' representative for the University along with his other duties.

President Bevis, sent a heart-warming message of welcome to the returning veterans. It read;

To Our Veterans

You are constantly in our thoughts at the University as we, with you, look forward to the cessation of hostilities and your return to civilian life.

The information on this page can only suggest the many hours of planning by the University staff to assist those of you who will be starting, resuming, or renewing your educational work at the earliest opportunity.

To each of you Ohio State sends its warmest greetings and its gratitude for the service you are giving your nation in its time of need.

(s) HOWARD L. BEVIS

The Entrance Board announced that it would follow a liberal policy in accepting credits for training in the Armed Forces. Dr. Thompson said that every effort would be made to "aid returning veterans to adjust to their work at Ohio State."

An innovation in the spring of 1945 was to hold the first "recognition dinner" in honor of University faculty and staff members with twenty-five or more years of service. This was approved upon the recommendation of a special faculty committee at the March 5 Board meeting. The Trustees were hosts at the dinner on April 16, 1945 for about 215 such guests.

Despite the absence of many staff members to serve in the Armed Forces or in other ways, meanwhile, the University community had made a highly creditable showing in the various War and Victory Loan campaigns to sell War Bonds. The University did not take part officially in the first War Loan but did in the Second through the Seventh, plus the final Victory Loan. In the Second and Third War Loan drives the College of Dentistry was included with downtown professional groups but thereafter with the campus sales.

The total amount of bonds sold in these seven campaigns on the campus, at issue price, was \$1,963,603.00. This total took no account of payroll deductions for bond purchases which averaged between \$11 and \$12,000 a month. Two bond sales campaigns were held each year and the number of campus purchasers ranged from 737 to 1450. A breakdown of the campus bond sales follows:

	<i>Amount Sold</i>	<i>No. of Purchasers</i>
Second Loan (1943)	\$169,006.75	737
Third Loan (1943)	136,131.75	896
Fourth Loan (1944)	208,152.75	1450
Fifth Loan (1944)	221,703.25	854
Sixth Loan (1944)	329,755.25	1203
Seventh Loan (1945)	349,213.50	1108
Victory Loan (1945)	549,639.75	942
	<hr/>	
	\$1,963,603.00	

Prof. E. L. Dakan, of poultry husbandry, was campus chairman for the Second Loan drive and Prof. E. F. Donaldson, of business organization, for the others.

VII

WARTIME RESEARCH

1. General

A SIGNIFICANT part of World War II was fought and won in research laboratories. In this achievement the University played an important role. Much of this work was of the hush-hush variety and the nature of it remained secret until after the end of the war. This was especially true of projects carried on in the War Research Laboratory built for this purpose in 1942.

Many of these projects were undertaken for the government through special contracts. Prior to completion most of them were conducted under "letters of intent." While the contracts had to be approved by the Board of Trustees, as a rule neither it nor President Bevis knew their real nature. Most of the contracts were negotiated and administered through the Research Foundation which was established in 1936. Dr. A. R. Olpin, later president of the University of Utah, was its director during World War II. Government contracts continued to be a major part of the research program after the war.

As one Foundation official observed later, time was always of the essence rather than funds. Priorities were another problem. Fractional horsepower motors for the antenna laboratory, for example, could not be obtained for this reason. The solution was to buy carpet sweepers, strip them of their motors, and junk the remainder.

Information about wartime research centering on the campus derives from four main sources: the Board of Trustees minutes, the annual reports of President Bevis, the Research Foundation annual reports, and personal and other accounts. The first three do not always agree, especially as to the number or distri-

bution of research projects or their dollar value. At some risk of overlapping, material from the Research Foundation reports is dealt with separately below.

And while the work of Dr. Samuel Renshaw, of psychology, with the Navy Recognition School was an integral part of the over-all University war effort, it is also treated separately. This is because of its importance and because it was on such a scale and of such a unique nature as to be distinctive in its vast outreach and results.

In its first five years of operation the Research Foundation had 114 contracts, all from industry. In 1940-41 it had fifty-four contracts, of which twelve were with the government. In 1941-42 thirty of seventy-four contracts were with the government. All of this was summarized in a report made in 1948 by Director James S. Owens, who by then had succeeded Olpin:*

	INCOME FROM		NUMBER OF CONTRACTS	
	<i>Industry</i>	<i>Government</i>	<i>Industry</i>	<i>Government</i>
1940-41	\$109,000	\$ 20,000	42	12
1941-42	127,000	190,000	44	30
1942-43	171,000	1,426,000	48	26
1943-44	229,000	1,252,000	51	30
1944-45	289,000	584,000	54	23
1945-46	341,000	560,000	56	46

By request, Dr. Olpin on June 28, 1944 supplied a 4-page summary of major research projects then under way on the campus, especially those contracted for with the government through the Research Foundation. He emphasized that it was "impossible to divulge the nature and importance of our investigations because of military classifications of secrecy." Other projects were still in progress and their "ultimate value in the war effort will not be known until a later date," he added. (In September, 1946, as will be seen, he made a detailed report on the research program from 1942 to 1945).

In his 1944 summary he grouped all of the projects under

* Some of these data vary considerably from other official figures.

four headings: "Instrumentalities of War," "Recognition of Aircraft and Surface Ships," "War Products and Materials," and "Food and Health."

Under the first classification, he explained, "will be found most of the secretive investigations on the campus." For the most part, he went on, these were tied in with similar projects at other universities and research institutions and were largely in chemistry, physics and electrical engineering. Investigators had to be cleared by the F.B.I., he pointed out, before they could be assigned to work on such projects.

As of then, he said, the government was spending about \$135 million a year on such investigations at some 300 university and industrial laboratories. About 600 scientists were so engaged.

The University, he remarked, had been "most interested in aeronautical research." Under this heading were projects related to engines and physical equipment, to aviation fuels, and to pilot selection and training.

The second major item, Recognition of Aircraft and Surface Ships, is dealt with, as indicated, in detail elsewhere in this chapter. Dr. Olpin stressed the fact that this program had "grown to such proportions that now every U.S. Naval Training School and base throughout the world, and practically every large ship afloat, is equipped with a recognition training instructor trained at the University and supplied with training equipment provided by the Ohio State University Research Foundation."

In the third category, a large number of investigations having to do with war products and materials had been undertaken for the War Production Board and other government agencies. Surprisingly, still more had been underwritten with funds from corporations having government contracts to produce such materials. Under this he listed such items as synthetic rubber, fuels, welding, armor plate, ceramic stoves, and mildew prevention.

Under Food and Health, he cited productive research in three areas: new and improved insecticides for control of both

household insects and crop pests; contributions to the preparation of new germicides, disinfectants, and repellents; and in "chemotherapeutics with particular reference to pencillin and other so-called 'wonder drugs.'"

He said there was "romance in the story of our experience of doubling and tripling the yield of important field crops from the same acreage and in our efforts to produce compounds which when applied to the body will repel biting insects." For some years, he continued, "we have been making fundamental studies of heparin, an anti-coagulant which makes possible vascular surgery and thus saves many limbs which otherwise would have to be amputated." He cited also the experimental work in aviation medicine which he called "a major contribution," and that in processing and preserving foods where "an interesting new development for dehydrating juices and other water solutions" had been achieved.

Also of considerable importance, he went on, was "the development of methods for exploding skins from fruits and vegetables and the method developed locally for blanching vegetables and fruits using small amounts of sulphur dioxide." The dehydration process had been patented and patent applications had been filed on the others.

Finally, he said the University's "contribution to the development of hybrid corn is intensely interesting." In a related field, he labeled "the large program of research in hydro-ponics and aero-ponics, that is the growing of vegetables with the roots in water solutions or air rather than soil to better control their use of plant nutrients a fascinating story in itself."

In closing, he repeated that it was too early to appraise the value of research projects still under way. He described research workers as "always groping ahead," and underscored the fact that research "is an attitude of mind, not an accomplishment."

The Trustees' minutes between July, 1940 and June, 1945 are replete with references to contracts approved for research

projects for the Armed Forces or other government agencies in connection with the war effort. Most of these were of a secret nature and only the barest identification was given. One, for example, approved at the November 25, 1940 meeting was with the National Defense Committee of the Council of National Defense "for certain experimental investigations" by the chemistry department. As noted elsewhere, this department through Prof. Herrick L. Johnston carried on extensive experiments with low temperature gases—liquid helium and oxygen. These were super-secret and, apart from their direct benefit to the war effort, contributed to U.S. progress in space as late as 1964.

Another in physiology, reported at the January 12, 1942 Board meeting, was for the Office of Scientific Research and Development (O.S.R.D.) This was probably in the area of what became known as space medicine. Still another, in March, 1942, was for the National Defense Research Committee. It had to do with an investigation of chemical problems. This was very likely also in the field of cryogenic chemistry or low temperature research.

At nearly every meeting of the Trustees, the president presented special wartime contracts for approval. At the September 12, 1942 meeting, for instance, there were three—one each in chemistry, physics, and physiology. At the December 14, 1942 meeting eight such contracts were presented. Six were with the O.S.R.D. and two with the War Department. Four involved electrical engineering, three chemistry, and one welding. Those in electrical engineering had to do with investigation of radiation characteristics and aircraft antennas.

To expedite the campus war program the government released the necessary priorities for the construction of a war research laboratory on Nineteenth Ave. The building cost \$255,801. Initially this was intended to accommodate projects related to the war effort that had their beginnings in other buildings and were crowded for space. A smaller structure was

going up nearby to house the University's new high frequency X-ray equipment. This cost \$15,000 and this, too, was related to wartime research.

Dr. Olpin, as head of the Research Foundation, was the official link between the University and Washington officials. For some of the research projects taken under contract with the government he could give only a hint of their nature and sometimes not even that. In some cases two and even three locked doors kept out unauthorized persons.

Yet as Dr. Bevis pointed out in his 1941-42 annual report, "a surprising amount of 'pure research' continues," and not all of the war research had to do with the physical and material side of war. "The University," he remarked, "also has a great concern for what the war does to people and to their institutions. It also looks forwards to the problems of the post-war period, and some of its research is directed toward that time."

He recalled that as early as January 15, 1941 he had authorized "the director of the Research Foundation to place research facilities and personnel at the disposal of the United States government in what was then a defense program." The "twenty or more" government contracts negotiated before the end of 1941-42 involved six major government agencies: the National Defense Research Committee and the Medical Research Committee of the Office of Scientific Research and Development, the National Advisory Committee on Aeronautics, the National Research Council, the Army Air Corps at Wright Field, and the Navy.

Investigations carried on under these contracts were classified as Restricted, Confidential, or Secret. One of the most important of these undertakings was the Navy Recognition School, referred to earlier and described in detail later, in which methods developed by Prof. Renshaw were used to train thousands of men, and a few women, in the split-second identification of aircraft and surface ships. Another major project was an extension of research on pure hydrocarbons for which the campus for some years, through Prof. Cecil E. Boord, of chemistry, had been

the center. This project was now classified as essential to the war effort by the Fuels and Lubricants Subcommittee of the National Advisory Committee on Aeronautics.

The total research program, geared to the war effort, had a wide variety. One project was aimed at developing substitutes for critical materials and industrial uses of farm products. Another research area had to do with food technology, especially the dehydration of foods and their packaging.

In the fiscal year ending June 30, 1942, Dr. Bevis said the Research Foundation had entered into sixty-five contracts of which about one-third were with the government. But the amount involved in government contracts was \$333,000 as against \$160,000 for private contracts.* This, he added, "reflects the intensity and urgency of these investigations." He pointed out also that the director of the Foundation served as a member of the Science Advisory Committee of the National Association of Manufacturers and as a consultant in the Office of Scientific Research and Development, and in the Office of Technical Development.

Individual research projects were being carried on, meanwhile, in various teaching departments. Many of these were related directly to the war effort. In bacteriology, for example, special research was being conducted on influenza, wound infections, food conservation, fabric preservation, cheese and milk production, typhus, and spotted fever.

Capsule descriptions of some of the research in other areas follows:

Education—cooperation with the staff of Wright Field in investigating the effects of high altitude, helping with the preparation of an intelligence test for use in naval aeronautics, and study of the psychological effects of a substitute drug for quinine.

Engineering—utilization of new materials, substitution of nonessential for essential materials, correction of products not

* These figures and others, as noted, vary from the Owens summary of 1948.

meeting war requirements, and development of information as to properties of certain products as an aid to purchase specifications; in mechanical engineering more than half of the staff was engaged in war research—flow measurement, tire and belt tests. Metallurgical problems provided another major area of engineering research.

The varied program of the Agricultural Extension Service was geared similarly to the war effort. As the president's 1942-43 annual report said, "Each day brought a new and fuller realization of the importance of food in the war." Increased food production by Ohio farmers was attributable in part to the help they got from the Extension Service. To take only three examples: a neighborhood leader system was developed to reach every farm family with information bearing on agriculture. And Wartime Farmers Institutes, held at 625 points in the state, emphasized production and community effort. They had an attendance of more than 600,000 persons. The Service helped also with information about Victory Gardens of which it was estimated Ohio had 585,000 in 1942.

During 1943 the University continued to enter into contracts with government agencies for a variety of wartime research and training such as mechanical transmissions (mechanical engineering), vocational training for rural war production workers (rural economics and sociology), and an investigation of insulating plastics (electrical engineering). In July, 1943 two especially important contracts were entered into with the "War Department, Manhattan District," as the Board minutes showed. The purpose was "not stated" but, in fact, these were part of the development of the atom bomb. Officially they were designated as "War Department, Manhattan District" Projects No. 155 and 158—Chemistry. Two such projects were reported at the July 23, 1943 Board meeting. (They were reported again at the March 6, 1944 meeting as "investigation of a *SECRET* problem.")

The flow of wartime research and other contracts continued

that fall. One was for the use of the new University airport by the Lane Aviation Corp. for the flight training of naval cadets. A research project with the War Production Board had to do with the development of ceramic stoves for wartime use. One with industrial engineering centered around an investigation of welding problems and another with chemistry had to do with lubricants and war gases. Still others involved fluoride compounds and one in physics carried the simple label "secret problems."

At the October 11, 1943 Board meeting, Dr. Bevis reported that the University was conducting "a very important research project in engine ignition for Wright Field" under a Research Foundation contract. Since the facilities of Wright Field were taxed it was suggested that the University construct an aviation torque stand with necessary equipment at its own airport as urgently needed. It was pointed out that it could be used later as an engine laboratory. The cost was estimated at \$50,000 and the Board authorized a further request to the Board of Control to release this amount from frozen appropriations.

By early 1943 most research projects on the campus were directed toward the solution of wartime problems. They had to do with such varied items as the production of synthetic rubber and metallurgical studies "obviously war connected." Studies in the "areas of food production, preserving and processing" and the production and improvement of insecticides and mildew-proofing compounds were described as offering "wide possibilities for aid to the war effort." Other major fields of research on the campus included the Psychology Vision Research Laboratory, the Electronics Laboratory, and the electron microscope.

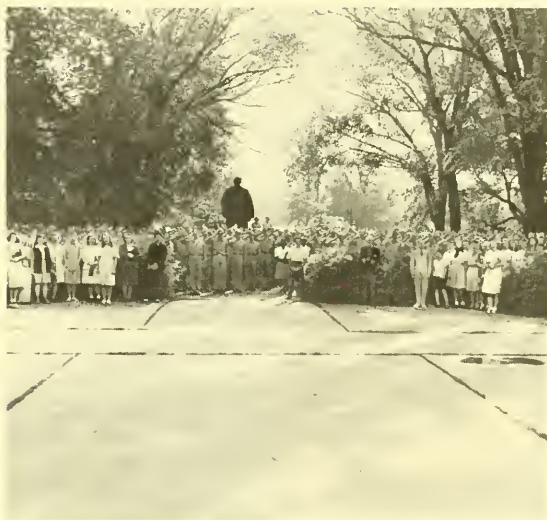
"Research on this campus," Dr. Bevis noted, "has led the Ohio hybrid corn program which was responsible in 1942 for the production of enough additional corn in Ohio to produce three hundred million pounds of pork." Research was in progress also, he added, to improve the quality and increase

TWO MEMORABLE DAYS

Army unit passing
University Hall, 1943



Throng on V-J Day



In front of Library on V-E Day

Photography Dept. photos

OTHER WARTIME ACTIVITIES



Presentation of Jeep,
Dr. Bevis at "mike"



War Research Laboratory
under construction



Military engineering class
building pontoon bridge

NOTED WARTIME FIGURES



GEN. CURTIS LEMAY
Army Air Corps Chief



LT. GEN. ROBERT EICHELBERGER
Commanding, Occupation of Japan



MAJ. GEN. ROBERT BEIGHTLER
Commander, 37th Division



ENS. WILLIAM I. HALLORAN
Lost aboard *Arizona*



LT. LEONARD THOM
Member, Kennedy P-T boat crew

LeMay and Eichelberger photos from Photography Dept., Beightler from U.S. Army Signal Corps; Halloran and Thom from *Alumni Monthly*

CAMPUS WARTIME ACTIVITIES



S.T.A.R. unit en route from
Stadium Dormitories



A.S.T.P. trainees practicing
on obstacle course

Column of A.S.T.P. trainees
on Long Walk



INTO UNIFORM AND OUT



First step, taking the oath of allegiance



Later step, receiving awards,
l. to r., Gov. Bricker, Dr. Bevis,
Col. Brunzell



Final step, returning
veterans lined up
for registration

WAR RESEARCH LEADERS



A. R. OLPIN
Research Foundation



SAMUEL RENSHAW
Navy Recognition School



HERRICK JOHNSTON
Cryogenics Laboratory



CECIL E. BOORD
Aviation fuels research

Photography Dept. photos

OTHER CAMPUS WARTIME LEADERS



J. L. MORRILL
Vice President



CARL E. STEEB
Business Manager



KARL W. STINSON
C.P.T. program



HARRY E. NOLD
E.S.D.T. and E.S.M.W.T. programs

OTHER WARTIME LEADERS



DEAN ALPHEUS W. SMITH



DEAN JOSEPH A. PARK



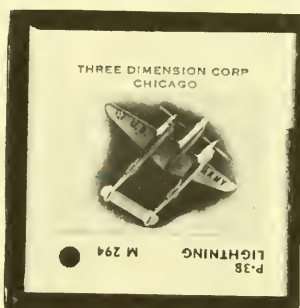
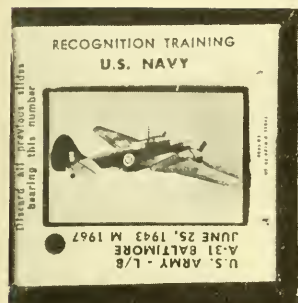
HENRY E. HOAGLAND



NORVAL NEIL LUXON

Photography Dept. photos

EXAMPLES OF PLANE AND SHIP SLIDES USED BY NAVY RECOGNITION SCHOOL



SERVICE BOARD AT EAST END OF OVAL
AS OF MARCH 1, 1946



FOUR VICE PRESIDENTS



HARVEY H. DAVIS



HARLAN H. HATCHER



BLAND L. STRADLEY



JACOB B. TAYLOR

Photography Dept. photos

GOVERNOR AND SOME WARTIME TRUSTEES



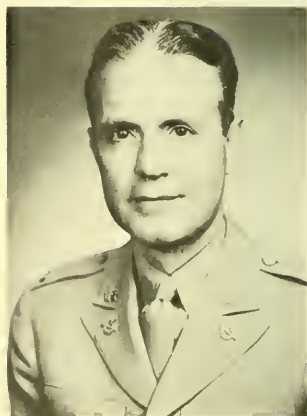
Gov. JOHN W. BRICKER



CHARLES F. KETTERING



HERBERT S. ATKINSON



BRIG. GEN. CARLTON DARGUSCH



JAMES F. LINCOLN



LEO L. RUMMELL



LOCKWOOD THOMPSON

the quantity of drug producing plants and to find ways to adjust formulas where ingredients had become unavailable because of the war.

One of the hush-hush campus activities of the time had to do with maps. There were at least two such projects, one involving Africa and the soft "under belly" of Europe, and the other Japan. Photostatic copies of many maps from the Orton Memorial Library were made by the Army in connection with plans for the successful invasion of North Africa, followed by those of Sicily and the Italian mainland. Prof. Guy-Harold Smith, chairman, geography department, worked similarly on a map project preceding the landings against the Japanese in the Pacific theater. Some of his work was done in Washington.

As of June 30, 1943 the Research Foundation had \$2,920,812 in research projects listed, most of them connected directly with the war, Dr. Bevis noted in his annual report for 1942-43. He reported twenty-five government research contracts closed or still active during the year, and valued at \$530,262 as against forty-seven in industrial research worth \$265,550. Most of the projects having to do with the development of weapons were under prime government contracts. Little could be said about them except that a large number had to do with aeronautical problems.

The aviation researches fell generally into four classes: engine studies, chemistry of fuels, pilot selection and training, and communications. In connection with the fuels studies, it was pointed out further that the petroleum industry currently looked to the University "as the center of its high octane gasoline research."

Pilot training on the campus reflected several unique and significant developments. For example, the Ohio State Flight Inventory for the selection and rating of pilots had become standard for the C.A.A. National and even international attention was attracted to other confidential studies in aviation medicine, aircraft signaling and communication, and instrument design.

But this was not all. In the fields of metallurgy and welding, investigations on the campus had a marked influence on the preparation and treatment of armor plate and on the design of ordnance materials. In chemistry several projects in operation during the year, the report said, "were so secretly classified that the subjects of investigation cannot be divulged." These were disclosed much later to have been in the field of cryogenics.

Even research projects sponsored by industry had to do with the development of products "vital to the winning of the war." In the area of so-called civilian substitutes were such other items as wire-wrapped light gauge metal pipe and clay pressure pipe. A large share of this work was done for the War Production Board under government contracts.

In the Engineering Experiment Station the emphasis had been shifted from fundamental and industrial research to wartime government research. Much of this work was in the field of ceramics. Two projects were under way, for example, to replace strategic metals with ceramic materials. In metallurgy a project was in progress to salvage alloy steel turnings and grindings.

The total volume and variety of wartime research projects would have tested the imagination if they could have been identified or if the details could have been known at the time. The O.S.R.D. was a prime sponsor of many of these research contracts. These were handled mainly, as noted, through the Research Foundation but were carried out by individual departments. Other co-sponsors included the National Research Council and private industries engaged in war work.

Two projects at Wright Field, Dayton, had to do with rocketry and jet propulsion. One, begun in February, 1945, was concerned with ceramic bodies for high temperatures. This piece of research was regarded as highly significant. The other, started five months later, centered in the use of liquid hydrogen as a propellant for rockets and V-type bombs.

Two others, also for the O.S.R.D., were the work of the

chemistry and optometry departments, respectively. The former, in the area of infra-red filters, led to the development of what became known as the "snooperscope" and the "sniperscope." The former was an infra-red telescope with which an observer could see in the dark for distances up to 30 yards. The latter was similar but had a range up to 175 yards. Long after the war still other uses were found for them as in police work and even for "snooping" by Internal Revenue Service agents, it was said.

Initially about \$32,000 a year was spent on the infra-red filter project which developed the "snooperscope" and the "sniperscope." The related project of the optometry department had to do with stereoscopic range finding. This was begun in July, 1942 and was really an extension of a previous study by this department.

Two major rubber companies, B. F. Goodrich and Firestone, cooperated in the two rubber research projects. One, dealing with rubber chemicals, had to do with the improvement of military equipment. Specifically, it involved the preparation of compounds to be used as plasticizers with certain types of synthetic rubber since the sources of natural rubber were largely cut off by the war. The other project involved the vulcanization of synthetic rubber.

Another pair of projects was concerned with medicine. One, with the Merrell Co., as the cooperator, was begun in July, 1943. This was centered in penicillin and other antibiotics. The work dealt at first with the production, extraction, purification, and mode of action of penicillin. In 1944 the emphasis was shifted to problems growing out of the production of streptomycin.

The other related project was undertaken in 1940 by the College of Pharmacy. It involved the growing of medicinal plants. The object was to find a source of supply of drugs formerly imported from Europe but which were cut off or were in very short supply because of the war.

In December, 1944 it was disclosed that Dr. John L. Synge, new chairman of the mathematics department, was one of a group of U.S. scientists who had been flown to England to help checkmate the German buzz bombs. The group went over at the request of Maj. Gen. Hugh J. Knerr, commanding the Strategic Air Command. They were credited with notable help in developing the accuracy of Allied strategic bombing of the rocket coast across the English Channel. They devised intricate bombing tables for twenty-eight types of Allied bombs and from hundreds of tests worked out tables giving data on fuse setting, dropping points, wind drift and other information making for more accurate and effective bombing.

The University's betatron, the third of its kind in operation in the United States, was put into service in February, 1945. The only other one then on a U.S. campus was at the University of Illinois. The General Electric Co. had the other. The betatron was made possible by help from the University Development Fund. It was expected that the device would help to bring about spectacular gains in medical science and other areas. It was supervised by Prof. T. J. Wang, of electrical engineering.

The 4,500,000-volt betatron went into actual operation on February 8, 1945. It was housed in a new radiation laboratory, with walls five feet thick, beyond the Stadium near the Olentangy River levee. It was said that the radiated energy from it was about equal to that produced by the world's entire supply of radium at that time.

Not only was it expected to play an important role in medicine, especially in the war on cancer, but in other areas. Among these were physics and chemistry, veterinary medicine, dentistry, industrial engineering, biology and physiology, and the Engineering Experiment Station. The betatron was a type of "atom smasher" and complemented the University's cyclotron which was put into operation several years earlier.

A great variety of wartime research projects for a wide assortment of government agencies was approved by the Trus-

tees during the school year 1944-45. On their face some of these appeared to have no conceivable connection with the war effort but they did. Often the Board minutes gave no real clue to the nature of these projects except for the merest designation.

One with the O.S.R.D., for example, was for an inquiry into insect behavior and insect repellents by the department of zoology and entomology. Another, with the Naval Research Laboratory, involved an investigation of fluorine compounds. Still another, for the Chemical Warfare Service, was identified merely as "investigation of a secret problem." Electrical engineering undertook an inquiry into radiation characteristics for the O.S.R.D. Another odd one, also for the O.S.R.D., was an otherwise unidentified "investigation of mammalian experiments" by the physiology department.

Over the years the University has had a number of small fires but very few of any size. Two buildings which were so badly damaged by fire as to be no longer usable were the old English building—originally used by electrical engineering—which stood northwest of University Hall, and years later the Armory. Even University Hall, often criticized as a fire trap, has had its share of small fires. Hayes Hall had a basement fire one evening from an overheated ceramic kiln.

But a fire and explosion that could have been troublesome occurred February 13, 1945 in the War Research building as the result of an overheated hydrogenator. A chemist, Thomas S. Hodgson, was slightly burned and windows were blown out but no serious damage occurred. The building was under tight security as the projects in progress had to do with secret research for the government. Much of this, it was learned later, was in cryogenics or extremely low temperatures verging on absolute zero.

Because of the security regulations, unauthorized persons could not enter the building without a permit. The story was told later that the faculty member in charge insisted upon taking the names of city firemen going into the building when

they responded to the alarm. A high University administrative officer quickly put an end to this.

To sum up, between 1941 and 1945, according to the Trustees' minutes, the University entered into ninety-eight research contracts having to do directly with the war. All but one of these were with divisions of the Defense Department or with other governmental agencies. The lone exception, described below, was with the Standard Steel Spring Co. in March, 1943 in connection with the treatment of steel for the production of armor plate. By years these contracts were divided: 1941-42, twenty-seven; 1942-43, twenty-eight; 1943-44, twenty; and 1944-45, twenty-three.

The greatest number of these was with the O.S.R.D.—fifty. Nineteen were with the Army Air Corps, nine with the War Department, and eight with the National Defense Research Committee. The other twelve were scattered among other agencies. The amounts of money involved in these contracts were not shown in the Trustees' minutes. Nine were labeled "secret" or the purpose was "not stated." There is no way to estimate precisely the total importance of the University's contribution to the national defense effort but it was widespread and considerable.

2. *The Research Foundation Story*

A different and more detailed account of campus wartime research projects is afforded from the annual reports of the Research Foundation, of which Dr. Olpin was then director. But there was a hiatus even in these reports of which the fourth, fifth and sixth were rendered for 1939-40, 1940-41, and for 1941-42, respectively. After a lapse came a cumulative three-year report late in 1946 for the period 1942-45. At the end of 1945 Dr. Olpin had gone to the University of Utah as president.

In his last report he singled out two projects for special attention. One was the ongoing American Petroleum Institute project on hydrocarbons which was diverted in wartime from automotive fuels to aviation gasoline. The other was the Navy

Recognition School under Dr. Renshaw. Because of its special nature, as indicated, this is treated separately here, combining material from the Olpin 1942-45 report with first-hand information from Dr. Renshaw, from Howard L. Hamilton and from the last Navy commandant, all of whom were closely connected with it.

"Unprecedented expansion" of research activity in the year ending September 30, 1941, only sixty-eight days before Pearl Harbor, was ascribed in the fifth annual Research Foundation report to "the national emergency." On this point, Director Olpin continued:

The value of University Research as a national asset has been emphasized by the call made on universities to conduct research projects for national defense. The National Defense Research Committee, now the Office of Scientific Research and Development in the Office of Emergency Management, the National Advisory Committee on Aeronautics, the Army and the Navy have all solicited the aid of American universities in research efforts for the national security

The Research Foundation has tried to meet the challenge of both industry and government. It has managed to expand its program of Industrial Research in keeping with demands. It has also assumed the full responsibilities of negotiating and administering all Government Defense Research Contracts which call for the use of the personnel and equipment of The Ohio State University. Authority to represent the University in all Defense Research matters was assigned to the Research Director by President Howard L. Bevis on January 15th of this year.

Following this assignment, a fairly sizeable program of Defense Research was set up under a dozen contracts with the United States Government and its agencies. Because of the secretive nature of these contracts, it would be improper to discuss them in this report

The dozen contracts referred to were not identified and this silence extended even to the identity of the departments involved in them. One of the first such government contracts, known as No. 74, was awarded in February, 1941 through the O.S.R.D. It was a project in chemistry under Prof. W. Conard Fernelius,

of that department. This was only one of ten research projects in chemistry for that year.

The marked change between the pre-Pearl Harbor Research Foundation report and the sixth annual report covering 1941-42 was reflected in its appearance as well as in its contents. In red capital letters, the report for the year ending September 30, 1942 was stamped "CONFIDENTIAL." As Director Olpin emphasized, it covered an "eventful year." What he called "The normal and healthy growth and expansion" of the Foundation's regular program, as he put it, "was abruptly upset by Pearl Harbor and subsequent happenings. Almost overnight we were faced with the importance of reshaping our plans and going all-out for war research."

Some "valuable investigations," he reported, had to be abandoned for the duration of the war, but this loss "has been more than offset by a number of new projects started." During the fiscal year just ended, he noted, forty-four industrial and thirty government contracts were being administered by the Foundation. As of October 1, 1942 contracts amounting to nearly \$2 million were in the Foundation's files. As Dr. Olpin emphasized, "This represents five or six times as much work as that conducted during all five previous years of the Foundation histories combined." Despite wartime restrictions on materials and personnel, he added, "the amount of effort associated with the administration of each contract is up several hundred percent." A side effect of the sudden expansion was that for the first time in its history the Foundation had to borrow money to meet current obligations. This was because where industrial contracts called for payments in advance, the government paid only upon certification that the work was completed and, in some cases, after the submission and approval of a final report.

There was not much the report could say about the thirty prime contracts entered into between the government and the Foundation during the year. "Most of these," Dr. Olpin reported, "were assigned military classifications of secrecy, and conse-

quently cannot be described in this report." A little more than half of these contracts were approved by the O.S.R.D. The others were mostly with the Army and Navy, the former outnumbering the latter but involving less money.

In contrast with normal industrial contracts, those with the government raised several problems apart from the nature of the work. One was that they required full-time personnel which was often hard to find. Another was that the paper work involved was multiplied because of the much greater number of reports to prepare and file. A third was the procurement of equipment and supplies under high priorities. A fourth, as noted, was the method of payments.

Still another was the matter of secrecy and silence on the part of staff members who seemed sometimes to be put into a bad light because they could not talk about their work. Dr. Olpin described this problem as follows:

The administration of Government contracts and the conduct of war researches introduces personnel problems not found in most industries. In the laboratory individuals or groups employed on specific projects are placed under oath not to release any information concerning their work to any other individuals or groups. They may not even divulge the fact that they are engaged in work on confidential military subjects. Although all are cleared by the F.B.I. and the Army and Navy, no one is free to talk to anyone outside of his particular group concerning his findings. This sometimes places the investigators under mental strain and may lead to worry. If they could only confide in others, the burden would often be considerably lightened.

The secrecy which, of necessity, must surround military developments in the laboratory often makes it appear that the investigators are not doing their part in the war. I sometimes think it takes more courage to stay in the laboratory as a civilian working on confidential war problems than to wear a uniform on the battle field. Not only are the efforts of the research men devoid of glamor during war time, but the men are constantly harassed by Selective Service officials' insistence that they cannot for long escape the vicissitudes of actual warfare. The inference is that they are not serving their country as effectively as they might if they

were in the Armed Forces. Actually, they are far more effectively and loyally engaged than if they were in the front lines. When the whole story of the war is told it is quite likely that the scientists and engineers will be dramatized as the previously unheralded heroes of the conflict.

In the remainder of Section B of the report, Dr. Olpin outlined the scope of the work going on under government contracts by campus personnel. He touched first on projects in chemistry but, as he said, "Most of them are so secret, however, that the subjects of the investigations and their locations cannot be revealed." He added that since aviation was born in Ohio and "has been largely developed here." it gave him "a great deal of satisfaction" to report that "a large majority of the projects on the campus are concerned with aviation problems." As of the moment these involved "possibly a million dollars." As proof of the government's belief that they were "vital to the war effort," he cited the approval given to plans for a wing on the Engineering Experiment Station "to better house the work." The necessary priority for the structure, he added, was granted on the request of the Office of Petroleum Coordinator and the commanding general at Wright Field.

Other aviation projects in progress on the campus had to do with engine design problems, fuel synthesis and testing, pilot performance, communication between ground and aerial crews, and high altitude flying. In at least two fields, he emphasized, the University "has now achieved national if not international leadership." One involved, as noted, the synthesis and testing of aviation gasoline, particularly pure hydrocarbons. This research had its beginning in 1938 with Prof. Cecil E. Boord under grants from the American Petroleum Institute. By October, 1942, however, it had reached such importance, Dr. Olpin noted, that the government had "taken steps to prevent the findings from falling into the hands of the enemy." The circulation of reports on this research was restricted for the duration.

The other field of notable achievement concerned the training of personnel to operate airplanes. This work was going on under contracts with several government agencies and the psychology department. Actually there were two major projects: one on determining criteria for flight competence or the selection and training of aircraft pilots, with Dr. Robert Y. Walker as supervisor. The other, as indicated, was the instant recognition of aircraft and surface ships, both friendly and enemy, with Dr. Renshaw in charge.

The determination of the criteria of flight competence grew out of a project undertaken in December, 1939 for the National Research Council. A number of tests of mental ability, physical condition and muscular coordination were devised and these were developed further on the campus in 1940. They were revised again in 1940-41 and were tested by actual field use. In 1941-42 the National Research Council Committee set up the campus project as a field unit, using fifteen selective tests on all students in the Civilian Pilot Training courses. (Some of this was carried on at other universities.) For 1942-43 the Ohio State project was expanded to take in the problem of improving instructor training techniques.

Besides the research projects under contract with the government, the Foundation, Dr. Olpin went on, had "a rather large number" of contracts with private corporations which had government contracts. These included problems relating to synthetic rubber, aviation gasoline, corn proteins, mildew-proof materials, dehydrated foods "and many other subjects." Even this did not tell the entire story. The funds provided by one cooperator shown as a New York firm actually came from the Kenya Farmers Association, of Nakuru, East Africa, and the Kenya Extension Service. This had to do with investigation of pyrethrum grown in that then British African colony. The synthetic rubber project was concerned with the processing of what was known as the Buna-S type of rubber, with the Firestone Tire & Rubber Co. as the cooperator.

Because of wartime conditions, and for other reasons, as indicated, no formal annual Research Foundation reports were issued at the time for 1942-43, 1943-44, or 1944-45. At the seventh annual Foundation meeting on October 29, 1943 Dr. Olpin made "a brief report" on Foundation activities during the year ended September 30, 1943. In that period, he noted, 113 projects were carried on the Foundation's books. Of these nineteen were with the O.S.R.D., fifteen with the Army and the Navy directly, two each with the National Research Council, the National Advisory Committee for Aeronautics, and the War Production Board, and seventy-three with private industry. He gave no details on any of these projects.

In his detailed report, dated September 16, 1946, for the years 1942-45, Dr. Olpin explained that "Due to the pressure of war research, problems of administration, and the fact that almost all government-sponsored research was under secrecy classifications, no complete annual reports have been made for three years. With restrictions lifted, we are prepared to outline something more definite concerning the subjects of the investigations."

The Foundation, he declared, was "proud" of its war record. In support of this he said "many letters and awards of commendation" had been received from high ranking Army and Navy officials as well as from civilian agencies involved in the war effort. These, he added, "acknowledged the debt of our country at war to the University for successful investigations administered through the Foundation office."

Despite the increase in war-connected research projects, he noted that many projects sponsored by industry continued in operation during the war years. Others were held in abeyance. As he gave it, the project breakdown by fiscal years follows:*

	1942-43	1943-44	1944-45
Industrial	48	51	54
Government	26	30	23
Value	\$1,600,509.76	\$1,522,978.74	\$897,955.93

* These data vary somewhat from those of Owens cited earlier.

Dr. Olpin touched upon the difficulties the Foundation encountered in carrying out its wartime commitments. Regulations and restrictions, he commented, "increased the burden of administration many times over that of previous years." He dwelt particularly upon the manpower problem.

"Negotiations with Selective Service headquarters, deferment agencies and local draft boards in order to keep the young investigators on research work," he noted, "were constantly in process. It was hard for us to understand why the University should be asked to conduct such seemingly important investigations and then have to work so hard to secure preferment for the personnel assigned to the project. The secrecy classifications of course complicated the problem, for we were unable to report to the Selective Service boards the nature of the war work." It was often necessary, he went on, to appeal deferment cases to state headquarters and even to the Presidential Appeal Board before which high Army, Navy and other officials could disclose "enough detail concerning the work to get a deferment."

Security was another phase of the wartime program. Armed guards were maintained twenty-four hours a day at the War Research building or laboratory. A professional policing agency served similarly at the University airport. Special locks were provided on doors in many campus areas, with heavy screens on outside windows. Persons entering such areas had to be cleared properly and sign a visitors' register. Employees were screened by the F.B.I. and/or by Army agencies. They were also photographed, fingerprinted and had to wear identification badges.

Many technical reports, Dr. Olpin wrote, "were of such a secret nature that they were not trusted in the hands of the administrative group but were submitted rather directly from the projects. Thousands of pages of report material were prepared and issued in this way." At the time he wrote most of them

were still classified, but when they were declassified copies were to be assembled for the Foundation's master files.

During this three-year period, research projects were active in twenty-seven departments. The chemistry department led in the number of contracts, ranging from twenty-two in 1942-43 to twenty-seven the next year, and twenty-three the third year, with a total value for the three years of \$798,072.95.

Dr. Olpin stressed the fact that the Foundation was "the choice of a number of firms whose names are familiar household words throughout the country. That many of these great manufacturers maintain their own laboratories and sponsor research in other universities, and still continue to underwrite the Foundation's investigations, bespeaks an attitude of esteem for the research administration by the Foundation." Over the years, he added, some sponsors had withdrawn projects from other locations and concentrated their research at Ohio State.

He followed this with capsule descriptions of research projects undertaken for the government and went into great detail about two—the continuing and expanded research in hydrocarbons, especially in terms of aviation gasolines, under Profs. Boord and Albert L. Henne, and the Navy Recognition School under Prof. Renshaw. A few brief project summaries follow:

Project No. 102—for the O.S.R.D., a study, for the protection of the civilian population and military forces, of means by which chemical warfare agents (gases) might be detected.

Project No. 149—for the O.S.R.D., infrared filters; in the course of this reports were prepared on captured German equipment, and Prof. W. R. Brode, the supervisor, spent considerable time abroad as head of the Paris end of the O.S.R.D. and on intelligence work for the Army and the Navy; it was known that the Germans had worked on similar systems.

In March, 1945, Maj. Gen. H. C. Ingles, chief signal officer, wrote to Director Olpin to commend this major contribution to the war effort. Gen. Ingles commented:

Early in February of this year, an urgent request was received from the European Theater of Operations for special equipment needed for pending offensives. An appeal was made to your Foundation, and your immediate response in the emergency resulted in the completion of this vital equipment by 28 February. In accomplishing this feat, I am informed, the Foundation found it necessary to operate as much as sixteen to twenty hours per day.

In January of this year, I am told, your cooperation enabled the Signal Corps to ship to the Southwest Pacific Area by February 1 a consignment of similar equipment produced by a new process developed by your organization.

I congratulate you for your patriotic services to your country, and commend you for a job well done.

Two projects, Nos. 133 and 155, contributed to the development of the atom bomb.* These were in chemistry, under Prof. Herrick L. Johnston who had been engaged earlier in investigative work in the field of cryogenics. The first Foundation project contract for work on what was known as the Manhattan District project, or atom bomb, was in connection with the program to produce "heavy water." Large quantities of this were required in the production of the new element, plutonium, "and in other ways in connection with the production of the atomic bombs."

Original plans were to build a large plant for liquefying and distilling hydrogen on an industrial scale adjacent to the DuPont ammonia plant at Belle, W.Va. Up to that time the liquefaction of hydrogen was limited to "a strictly laboratory scale." Dr. Johnston and his associates were approached as early as November, 1942 not only to establish and direct the laboratory but to transfer it to Belle. This latter idea was finally abandoned and the laboratory was established on the campus in the new War Research Laboratory into which the project was moved before the building was completed. The covering contract was drawn up through the Research Foundation in

* The Trustees' minutes of July 25, 1943 and March 6, 1944 identify the projects as Nos. 155 and 158.

November, 1942. The first hydrogen liquefaction run was made February 2, 1943 in the new laboratory.

No hydrogen liquefier built up to that time had ever liquefied much more than 50 liters of liquid hydrogen at one operation. Within a few weeks, however, the new campus liquefier was able to liquefy 1000 liters of liquid hydrogen in a continuous run of more than forty hours. This performance was claimed as a record. In two years nearly 10,000 liters of liquid hydrogen were produced—and without a single accident. Early in 1943 it was discovered that only about half as much of the normal proportion of deuterium was being made by this method and a shift was made to another process which was employed “to provide the heavy water eventually used in the production of atomic bombs.” The second contract was in force for about two years.

Foundation investigators, the report said, were able “under pressure to produce, in a few weeks, reliable results on researches that under normal academic conditions, would be spread over two years. The stakes involved in the Manhattan Project program—with which stakes the researchers were familiar—made this necessary.”

For Project No. 133 the supervisor was Prof. Johnston, with three regularly appointed investigators: C. B. Hood, G. E. MacWood, and P. G. Wilkinson. For Project No. 155 Johnston was again the supervisor, with five investigators the first year, eleven the second, and twelve the third year.

In several instances research was undertaken for the O.S.R.D. for the preparation of certain specified compounds without even the research teams knowing “the purposes for which they were desired or used.” Two such projects were undertaken for the Naval Research Laboratory. Project No. 186, labeled “CONFIDENTIAL,” under Prof. M. S. Newman, had to do with finding new insect repellents for the use of the Armed Forces, particularly in the Pacific theater. In this effort more than 500

compounds were made in the laboratory and shipped to government laboratories for further testing. Two other "SECRET" projects, Nos. 188 and 197, were also under Prof. Newman. "The results may prove," the 1942-45 report said, "to have been of great military value during the war and of great importance in peacetime. We are still prohibited from disclosing the nature of this investigation."

A series of investigations having to do with nitrocellulose studies grew out of the first defense project on the campus, with Prof. M. L. Wolfson as supervisor. The first contract in 1940 was directly with the University but three others, Nos. 95, 170 and 212, labeled "CONFIDENTIAL AND RESTRICTED," for the O.S.R.D. were administered by the Foundation. In the interim between the first and the later projects, to quote the report, "the problem was changed from previous work related to explosives to preparation of substances to be tested as possible chemical warfare agents." Both the Army and the Navy were interested in various phases of this work.

Another major project, also under Prof. Johnston, had to do with high energy fuels. This project, not begun until July, 1945, had to do with the use of "liquid hydrogen as a fuel for aircraft, as a propellant for rockets and V-type bombs, and particularly as a fuel for jet propulsion engines and jet units." This was undertaken for Wright Field.

A number of projects, mostly in electrical engineering, were concerned with aircraft antennas. One of these involved what are known as their "impedance characteristics." This one, Project No. 77, was requested by the Chief Signal Officer. Another, No. 129, had to do with airborne and shipborne antennas. Still another, No. 211, was concerned with vertical radiation (sky wave) patterns of all types of Signal Corps antennas. Three others, Nos. 122, 175 and 214, had to do with studies of the ignition systems of military aircraft.

In connection with the research on antenna radiation characteristics, one important contribution was the measurements

made on what were known as "counter measures search and jamming antennas on such planes as the B-24, B-17 and B-29." Search antennas were used to locate and determine the frequency of enemy radio and radar stations. In the case of the radar stations, which controlled searchlights and antiaircraft guns, the report said, it was possible to locate the radar before they could "see" the search planes. Counter-measures jamming antennas, to quote, "were used to blind the eyes of the radar and to deafen the ears of the radio stations that controlled the defenses of territories held by the Germans and the Japanese." Such antennas were used at the Normandy invasion and in the B-29 bombing of Japan.

A "RESTRICTED" project, No. 210, centered on "Solid Ceramic Bodies for High Temperatures." The object was to determine the properties of available ceramic bodies usable at high temperatures in the manufacture of blades and rotors for gas turbines. It was hoped to find a ceramic that would stand up "in service at 2300 to 2500° F."

An unusual Research Foundation project, No. 100, had to do with the "Physiology of Explosive Decompression." It was centered in the Aviation Physiology and Medicine laboratory under Dr. Fred A. Hitchcock, a pioneer in that field. The over-all purpose was to investigate the physiological and pathological effects of explosive decompression upon animals and men. It was designated as "Restricted" and was one of four government contracts the Trustees approved at their April 12, 1943 meeting. It was described as for the "Office of Scientific Research and Development, Washington, D.C.—Investigation and experimental studies in connection with National Defense."

A longtime project in this field had been in progress under Dr. Hitchcock since January, 1942. As the 1946 Foundation report explained, "With the use of pressurized cabins, the problem of the physiological effects of explosive decompression has become of considerable importance." Experiments were carried out upon dogs and other animals such as rats, rabbits

and guinea pigs as well as upon humans. Some of the latter were conscientious objectors who volunteered for the purpose. Others were selected medical students.

The main conclusion reached from these experiments was that explosive decompression did not represent a serious hazard to aviators. None of the subjects, human or animal,—except two guinea pigs—showed any really bad effects from rapid changes in pressure. X-rays of the chest before and after sudden shifts in pressure gave no evidence of heart or lung lesions resulting, nor was there any sign of hearing impairments having occurred. A slightly increased susceptibility to the bends was shown after exposure to explosive decompression and a few subjects had minor ear and nose hemorrhages.

Experiments on both dogs and humans were carried out at exceedingly rapid rates of decompression. In the case of dogs a simulated altitude was raised from 5000 to 50,000 feet in less than .02 second. No dog suffered serious injury. Autopsies on dogs after repeated explosive decompressions showed only small lung or other hemorrhages. The two guinea pigs mentioned died from ruptured stomachs.

Up to September, 1945 more than 200 human subjects had figured in about 1000 explosive decompressions. During the previous year, changes in the apparatus used made it possible to carry out explosive decompressions upon human subjects over a range of from 8000 to 35,000 feet in .03 second. This was equivalent to a pressure change of 22 pounds per square inch per second.

A major piece of apparatus used was a simulated decompression tank. It had two chambers, one large and one small. Animal subjects were observed through portholes in the tank.

To meet the need for human subjects, a number of conscientious objectors were recruited from camps in Michigan. There were seven in the first group, one of them a minister. They had to be housed and fed and their whereabouts supervised.

To help with this two noncommissioned officers were assigned to the project.

Some of the men changed their minds about taking part in the experiments. They were under no compulsion to do so and when they chose not to go on some of them were transferred to western forest areas at which Japanese fire balloons were being aimed at the time.

Dr. Hitchcock was instrumental in the development of improved oxygen masks worn by pilots and others. He had a part also in the design and improvement of space suits used by later-day astronauts.

Besides the insect repellent investigation made by chemistry personnel, another, No. 168, labeled "SECRET," was undertaken in zoology and entomology with Prof. Dwight M. DeLong as supervisor. A major part of this centered in the malarial mosquito and how to deal with it through repellents. One aspect of the research had to do with "the factors which might be responsible for the attraction of mosquitoes to human beings." It was learned, to quote the report, that "only when a temperature-humidity differential exists between the skin surface and the surrounding atmosphere do attraction and probing take place. Contrary to most textbook statements, it was also demonstrated that human blood, as such, is not attractive to mosquitoes."

During the three years covered by the cumulative 1942-45 report, ninety-nine projects were in progress for private co-operators or for government agencies other than the Armed Forces. Some of these projects were related directly or indirectly to the war effort. Twenty-six departments or other campus agencies were responsible, through the Foundation, for conducting these researches. Some were comparatively minor but a few others, like the one having to do with "pure hydrocarbons" or automotive fuels, were of major importance.

A few, taken at random, illustrate the scope and diversity of the problems tackled: concentration of fruit juices, sponge

rubber, skin disinfectants, oral cold vaccines, penicillin and other antibiotics, Vitamin A synthesis, antimalarial compounds, milk bottles, tooth stain and tooth cleansing, high purity oxygen manufacture, armor plate, fish oils, shampoos—tested on white rats and long-haired dogs!—, frozen eggs, the selection and training of aircraft pilots, and household fumigation.

The armor plate project, No. 136, was undertaken in December, 1942 with the Standard Steel Spring Co. as the cooperator and Prof. J. O. Lord, of metallurgy, as the supervisor. The object was to get information as to the structure and heat treatment of rolled armor plate for use in tanks. Extensive studies were made on a plate that had failed in ballistic tests. Two particular conditions were studied. One, known as "black spall," was where a projectile penetrating the armor plate carried a ring of torn metal away from the plate. This ring, in turn, acted as a projectile and sometimes caused more serious damage in the tank turret than the projectile itself. The other was a condition known as "brittle fracture," indicating a low impact value.

As indicated, a pair of projects, under psychology, was undertaken having to do with the selection and training of aircraft pilots. This investigation of "organized behavior with reference to flying" was begun in the fall of 1942. The purpose, in the murky language of the report, was "to determine the reliability of a test for predicting the degree to which individuals can organize several tasks into a unit and to determine their judgment as to the time to eliminate certain tasks when these become too difficult. In a practical sense, will the pilot recognize that he cannot keep on in the face of a storm with a depleted gas tank?" Data had been collected at the time of the report on 140 candidates for flight training. The experiment was repeated after a week with "reasonably high" correlations.

Farther on in the report, Dr. Olpin remarked that one of the difficulties in preparing such a document was "the necessity of condensing fascinating stories of research into the few brief paragraphs" permitted by space limitations. The report, he

added, had been "particularly hard to summarize, in part because Government classifications have not all been lifted from a number of investigations and in part because of the many significant accomplishments during these accelerated periods of intensive research."

He chose two investigations for more extended treatment in the report. One, sponsored industrially, was the American Petroleum Institute project on pure hydrocarbon research which had been in progress during 1938. During wartime the project emphasis, as noted, had been shifted to the refinement of aviation gasolines. The other, government-sponsored, finally consisted of five projects and, as indicated, was what came to be known as the Navy Recognition School.

The A.P.I. project, under Prof. C. E. Boord as supervisor and Drs. K. W. Greenlee and W.L. Perilstein as research associates, had been shifted to a larger hydrocarbon laboratory in the War Research building. On September 1, 1944 the former A.P.I. hydrocarbon project became A.P.I. Research Project No. 45.

The immediate objective of the original project in 1938 was to make available approximately gallon quantities of individual gasoline hydrocarbons for determination of useful properties. The General Motors and Ethyl Corps. assisted in the work. With the onset of the war the objectives of the research centered in aviation gasoline hydrocarbons. At the same time, as the report noted, "many other important items were deferred for the duration." Because of its better facilities some of the work in purification was transferred to the National Bureau of Standards. Other phases of the work were carried on elsewhere, as at Princeton, Pennsylvania State College, and the U.S. Naval Research Laboratory.

This extensive project was necessarily highly technical in nature. But "the experience gained with a few tenths of a liter of each hydrocarbon," the report noted, "determines the possibility and the best method of producing a gallon." Hundreds and even thousands of tests were run on various phases of the

investigation covering engine testing and purification. The end results were in the nature of a major contribution to the total war effort.

Various alumni figured also in significant contributions to the war effort through research and technological advances. One of the foremost was Trustee Charles F. Kettering, '04, who played a major role in adapting the Diesel engine to submarine use. Another was Jack Heed, '25, whose company developed a timer which in less than two seconds could clock pursuit planes so accurately, flying at 400 m.p.h. or more, that an hour's flight could be estimated to within one-tenth mile.

Harlan A. Messner, '34, received an Ordnance Department citation for his work in the processing of large caliber shells. It read in part: "He has made a marked contribution to the vital war production program to conserve critical material and machines." D. Adam Dickey, '16, was civilian chief and technical adviser of the A.A.C. Materiel Command's propeller laboratory at Wright Field. He was awarded the Emblem for Exceptional Civilian Service and was recognized as a world authority on propellers.

Col. René Studler, '17, had a leading role in producing the new M-3 submachine gun. He was credited with being largely responsible for the development and production of this gun which *Time* Magazine called "a stark, crude, unlovely shooting iron" but which was "nevertheless rugged, light and easy to mass produce."

3. *The Navy Recognition School*

Big results often stem from what seem like small beginnings. So it was with the Navy Recognition School which was the end result of five wartime research projects on the campus. As it turned out, it had world-wide use and application.

Separate accounts of the origin and development of this important program were given by three men who played major roles in it. They were Prof. Samuel Renshaw, of psychology; Lt. Howard L. Hamilton, secretary of the College of Arts and

Sciences, on leave with the Navy; and Lt. Cdr. G. W. Moyers, the last commandant of the school. Other pertinent information and comment were supplied by Dr. Olpin in his University Research Foundation report for 1942-45. The accounts agree in their essential facts but differ somewhat in minor details.

The school had its genesis in four or five things that were unrelated originally. One was the earlier research work in aural and visual perception carried on by Dr. Renshaw. Another, growing out of this, was its application to controlled classes in Romance languages on the campus, with Prof. Robert E. Monroe as the cooperator.

A contributing factor was an amazing demonstration earlier of how memory could function as shown by Dr. Salo Finklestein, whom Dr. Renshaw had brought to the campus. Finklestein worked with numbers, but the idea of instant memorization was transferred to other shapes, geometric and otherwise, and finally to silhouettes of ships and aircraft. This last was the essence of the "recognition" principles Dr. Renshaw worked out for the Navy. This was important because up to then the Allies had suffered too many casualties from failure to distinguish between friendly and enemy planes and ships in actual combat.

What set the foregoing in motion, according to Hamilton, was a somewhat chance dinner in January, 1942 in Columbus shared by the Renshaw and Hamilton families. The two men discussed the Navy's identification problem. It occurred to them that the visual perception methods developed by Renshaw might be adapted toward a solution. A way was devised to project shapes and figures rapidly on a screen, using a shutter.

Out of this discussion came these developments: the basic idea was sold to Navy "brass" who visited the campus; under a modest pilot program two groups of Navy officers were given "recognition" training on the campus; they were then assigned to the four Navy pre-flight schools in North Carolina, Georgia, Iowa and California to teach the cadets the Renshaw

methods; in September, 1942 the main Recognition School was established on the campus where more than 3300 officers, mostly Navy, were trained. They, in turn, taught the system to Navy personnel aboard ship and ashore all over the world.

At the time of the dinner Hamilton was on his way back to Washington from a trip on Navy business to the State University of Iowa. His younger brother, Lt. Cdr. Tom Hamilton, was in charge of the Navy's physical fitness program. The work at the four ground schools included other phases of pre-flight training, indoctrination, meteorology, navigation, and identification of ships and planes. At that early stage a British identification system known as W.E.F.T. was used, covering wings, engines, fuselage, and tail. This proved inadequate.

Psychological methods involving "eye-stretching" and "ear-stretching" had been developed earlier on the Ohio State campus in connection with certain classes in Romance languages. This experimentation was under Dr. Renshaw and Prof. Monroe. Its use demonstrated that, with controlled sections, a normal section did the usual work in a regular quarter, but two other sections, using the Renshaw-Monroe eye-and-ear "stretching" methods were able to do two quarters' work in one, while a third section, trained still more intensively by these methods, did four quarters' work in one. Hamilton, as secretary of the Arts College, had been "in" on this project.

Back in Washington, Hamilton broached the idea of adapting Renshaw's methods to the identification problem of the Navy. Fortunately he caught the ear of Capt. Arthur E. Radford, who rose after the war to be chairman of the Joint Chiefs of Staff. Radford helped to get an appropriation of \$40,000 for a pilot program to test the feasibility of the methods. Several Navy officers, including a medical officer, came to the campus meanwhile and saw a demonstration of Renshaw's work by a group of advanced students. The medical officer, in particular, was sold on the idea and the pilot program was set up in May, 1942.

This consisted of two groups of newly-commissioned Navy officers who were brought to the campus in succession for an intensive two weeks' schooling in identification based upon the Renshaw methods. These officers upon "graduation" were assigned to the pre-flight schools where they then taught the new methods of identification to the cadets in training at those places. Four Renshaw-trained psychologists, one at each of the four schools, served as resource persons and sent Renshaw weekly reports on the progress made.

The major Navy Recognition School was established on the Ohio State campus in September, 1942. It began with 120 officers as students, reached a peak of more than 500 at a time, and in all, as indicated, turned out more than 3300 "graduates." These men, in turn, were assigned to ship and shore stations all over the world where they gave similar instruction to Navy personnel. Spotters and gunners were trained on all battleships, aircraft carriers, and cruisers as well as many shore stations.

New wrinkles and techniques were added from time to time to the basic methods to improve the "recognition" and to make it more efficient. Application of the Renshaw methods to the day-to-day needs of the Navy ashore and afloat met with great success. One measure of this emerged from the later stages of the war in the Pacific. In that theater the Japanese Zero warplane was regarded as generally faster and more maneuverable than the corresponding planes then in use by the U.S. Navy. But the ratio of loss of pilots was said to have been 16½ Japanese to one American. This was due in large part to the efficiency and effectiveness of the superior "recognition" methods the Americans used.

On only two occasions, it is said, did the system appear to break down. In the U.S. landings on Sicily, several friendly planes were shot down by Navy gunfire. This was because they appeared at a time and place where they were not expected and should not have been.

The other instance grew out of a German trick at Anzio.

There the Germans used a number of British Hurricanes they had obtained somehow. The Navy spotters identified them properly as British planes but fired on them and drove them off after they began to drop bombs on the Allied forces on the beachhead.

In passing, while the Army appeared to adopt the Navy pattern of recognition methods, actually it did not and therefore had much less success with them. The Army used different equipment which was not nearly as effective as that developed for and used by the Navy.

Another major phase of the over-all program on the campus involved the making, assembly and shipment of hundreds of sets of Recognition equipment for use elsewhere. The fourth floor of Arps Hall was the first site of this part of the undertaking. This proved difficult because there was no elevator and first the material had to be carried to the top floor for processing and then had to be toted back downstairs for storage and shipment. Later Page Hall, partially vacated for the time being by the College of Law, was used for this. Eventually this work was moved to the second floor of the new War Research building. All of this was a less spectacular but important aspect of the total Recognition program.

Under a five-month contract between the Research Foundation and the Navy Bureau of Aeronautics, the improved Renshaw methods of teaching recognition were used, as indicated, at the four pre-flight schools. Instructors' manuals, record forms, and pictorial student manuals were prepared for this purpose on the campus.

The first groups of cadet-pilots were graduated from these pre-flight schools after three months of training with "amazing" results. At one school, after ten weeks of training, a battalion of 223 cadets was tested on photographs and silhouettes of thirty U.S. Army and Navy planes flashed on a screen at 1/25 second exposure. One of four cadets identified each plane at first glance and the other three were nearly as adept. Only 2

or 3 per cent of those trained missed more than two or three of the craft flashed on the screen.

As indicated, this initial phase gave way to the establishment of the main Recognition School on the campus. The program was expanded to include operational bases on shore and afloat. This attracted attention not only throughout the U.S. Armed Forces but those of the Allies. Trainees on the campus, as noted, included Navy, Army, Marine Corps, and Coast Guard officers as well as personnel from the Royal Air Force, the Royal Canadian Air Force, and the British fleet. Of this project, the 1942-45 Research Foundation report said, "The Foundation is proud to have inaugurated and developed such an important program of training."

In a memorandum on the school he wrote on August 30, 1944, Dr. Renshaw told how for nineteen years a number of his graduate students had worked on various phases of the problem of "how we see things." In 1931-32, he added, he had begun a series of research studies "on tachistoscopic methods in the visual perception of forms," that is, perceiving by brief exposure to stimuli. In 1930, moreover, Dr. Finklestein, of the University of Warsaw, visited the campus experimental psychology laboratory. Renshaw called Finklestein "the greatest of the lightning calculators and rapid memorization the world had ever seen."

Finklestein became interested in the work, agreed to stay for a few weeks to make experiments, and remained a year and a half. During that time daily observations were made and daily training sessions held. In Renshaw's words, "we were able to establish new world records on digits up to and including 42 place numbers. Finklestein was trained to perceive and remember and reproduce large numbers so rapidly that to the untrained person his performance appeared incredulous."

Between 1932 and 1935 Renshaw found, as he wrote, "that we were able to train average college students in a year to practically equal the world's record performance of Finklestein."

This meant, as he put it, that "the performance of a genius could be approximated or equalled by ordinary individuals subjected to superior methods." It was these principles—refined and improved—that were applied a decade later in the Recognition School and then put to use afloat and ashore all over the warring world.

In his 1944 memorandum, Renshaw fixed the time of his first discussion with Hamilton as having occurred "in March preceding Pearl Harbor." (But Hamilton was not then in the Navy.) First, Renshaw recalled, they discussed the possibility of extending such methods to industry. Then, he went on, "because we felt that World War II was inevitable and perhaps just around the corner that it would be wise to begin applying the same methods to other shapes besides digits, geometric forms, English and foreign words, sentences, etc."

To this end photographic copies of a number of pictures of planes and ships taken from magazines were used. "We soon discovered," Renshaw wrote, "that our student observers who had been trained on digits very quickly mastered the shapes of planes and ships so that they experienced no difficulty in making correct identifications in exposures ranging from five-thousandths to forty-thousandths of a second."

Renshaw said that in January, 1942 Hamilton showed him an outline of a proposed curriculum for Navy pre-flight training. Renshaw suggested expansion of the program "to give systematic sense organ training" to the cadets. Within a week, upon request, he submitted a memorandum on such a program to the Navy Bureau of Aeronautics. Soon after this the group of Navy officers visited the campus to see the method demonstrated. As noted, the response was favorable, a letter of intent was issued, the first class—Renshaw puts it at thirty-five—came from Annapolis "to begin intensive training as officer instructors in recognition." When the first battalion of cadets arrived early in June, he added, "everything was in readiness and the program went forward smoothly . . ."

As the program grew the attendant details multiplied. At the peak, the campus staff, according to Renshaw, numbered thirty persons "doing various specialized activities." From a single instructor at first, the teaching staff grew to sixteen. In January, 1943 the School was made a Navy command station, he added, "and the Navy policy of administration, instruction, etc., by Naval personnel was put into force." Civilian employes were dismissed. Instead of thousands of lantern slides, "millions" had to be made. It was necessary to turn to industry, in his words, "to produce material, apparatus, equipment, and supplies on a much larger scale than was possible here on the campus."

"We have many reasons for believing," Renshaw wrote in conclusion, "that many boys are and will be alive because they were instantly and accurately able to identify the oncoming plane, ship, submarine, or tank and to determine friend from foe."

Toward the end of November, 1944, shortly before the school closed, Lt. Cdr. Moyers, its commandant, gave a Navy version of its inception and growth. In the main, his account tallied with those of Renshaw and Hamilton. He put the number of officers in the first classes in May, 1942 at twenty-five and the number of such classes at three. Plans for the expansion of the school, he said, were made in September, 1942 and the Navy Department, he wrote, on November 1, 1942 set up "a complete indoctrination program for student officers coming directly from civilian life." These cadets got both the recognition training and a two-month indoctrination program. The Bureau of Naval Personnel took over the indoctrination and attached a commanding officer. Besides the regular quota of Bureau of Aeronautics trainees, the Bureau of Naval Personnel sent 154 officer trainees to the school on February 15, 1943. The staff of instructors was greatly enlarged but the number of civilian instructors, Moyers noted, "gradually diminished." He reported that the School reached its maximum enrollment of 514 on March 15, 1943. But in July of that year, the Bureau of Aero-

navatics withdrew from the activity and assigned no further indoctrination students to the School.

From the original purpose of training officer instructors in recognition, Moyers pointed out that as the war progressed "recognition has of necessity become bound up with other activities involved with offensive and defensive action." The program was expanded to provide training 1) "in the immediate and accurate identification of aircraft and surfacecraft of the major belligerent nations," 2) "to instruct in recognition and lookout," and 3) "to assume duties in connection with training and supervising lookouts." This meant that "the curriculum of this school has been broadened considerably."

Up to November 1, 1944, according to Moyers' figures, 3000 officer trainees had been graduated from the School while about 500 enlisted men had had a two-months' training course. The graduates included nine Wave officers, a class of Royal Navy officers, and regular monthly quotas of Coast Guard and Marine Corps men. In addition, the Army had both officers and men in the school in the winter of 1942-43.

As of July 10, 1943, the V-12 medical and dental personnel on the campus were placed under the command of the Recognition School. Previously they had been under the V-12 activity at Ohio Wesleyan University.

Moyers emphasized that graduates of the school "are now stationed aboard all major combat vessels of the U.S. Fleet as well as on Naval shore activities both in and outside the continental United States. The training techniques developed here have served as a basis for the development of similar training programs in the U.S. Army Air and Ground Forces and by some forces of the other Allied Nations." He noted also that "the basic techniques developed at the program's inception in the spring of 1942 are still used essentially in their original form." This specialized training, he observed finally, was "paying increasing dividends not only to the U.S. Navy but to other forces of the Allied Nations."

Further information as to the Recognition School and the related program is afforded from the three-year Research Foundation report for 1942-45. In many ways the School was the most dramatic and probably the most important research undertaking on the campus between 1942 and the end of 1944 when it was transferred elsewhere. It was the climax of years of experimental work in psychology by Prof. Renshaw, as noted, on the problem of "how to see things." Some of this stemmed also from the work of Dr. Finklestein, regarded as "a genius at lightning calculation and memorization."

The next step, as noted, was to give this "systematic sense organ training"—visual perception—as part of the pre-flight training program the Navy was then establishing. Previously all such training had been done individually whereas the Renshaw methods permitted the simultaneous training of large groups. But the change required the redesigning of projector and shutter apparatus and the development of new types of filters and other apparatus. This was done in the University laboratory and shop.

Where the A.P.I. hydrocarbon project, described earlier, was under one Research Foundation project and its renewals, the Recognition School operated under Letters of Intent, contracts and supplements thereto. The over-all program, Director Olpin pointed out, was "developed from a small beginning into the most highly priced group of contracts in the history of the Foundation. In addition to the large amounts of money involved, the name of the Foundation and of the Ohio State University were literally carried around the world by the graduates of this school." Several bureaus of the Navy Department sponsored different phases of the work in its early stages until the Navy finally put all of its campus activities, including the Recognition School, under a resident commandant.

Around January 1, 1943 the enterprise was officially named "Naval Training School (Recognition)." It was established on the campus under the Ninth Naval District. In its earlier stages,

as indicated, some civilian instructors were used for training purposes. But by the early summer of 1943 all such training instruction was turned over to Navy officers previously trained at the School and assigned there now for teaching duty. The University provided space and services, housing and feeding the trainees along with instruction in physical education.

From the outset until much of Derby Hall was finally assigned for the use of the Recognition School, space was a pressing problem. In succession portions of Arps Hall, Page Hall, the War Research Laboratory and finally Derby Hall were used to this end. School personnel, as noted, were housed in Baker Hall, or the *U.S.S. Baker* as it was known in Navy circles.

Classes and the instructional staff were moved from Page Hall to Derby Hall on December 12, 1942. By mid-March following the complete unit occupied the north half of the first and second floors of Derby. Early in February, 1943 the records, stock and supplies for the Recognition project had been transferred to the War Research building although the contractors there had not finished their work.

The growing number of students being graduated from the School made it necessary to turn out equipment more rapidly. Because of wartime conditions, labor was hard to get but an announcement over WOSU, the campus radio station, had some effect. After the first day sixty-five persons applied for work. In April, 1943 as a result of the expanded operation 375 sets of recognition training equipment were processed, of which 272 were shipped to other stations during the month.

One of the early problems in connection with the School was to get good pictures of planes and ships. At first these were clipped from magazines, books, advertisements and newspapers. Before being used for slides the authenticity of the pictures was checked. The slides were made by a manufacturer who began to produce more in a day than he had previously turned out in a year. Army and Navy Intelligence helped con-

siderably with this work. But even pilots, bombardiers, waist gunners, ground crews and other personnel would send back information as to a new ship or plane they had seen.

Artists in the office of Naval Intelligence would take the information and produce a drawing to correspond. As the Foundation report said, it was "almost unbelievable how closely the silhouette slides made from those drawings would resemble the actual photographs of the ship or plane when pictures of it later became available."

In time Army and Navy Intelligence submitted all new material for lantern slides as soon as it became available. Government photographic laboratories at Anacostia received the material, produced the negatives and the required number of prints of each item. The resulting film strip was forwarded to the slide producer in Chicago who cut the film, bound it in glass and sent the finished product to the School.

In the spring of 1943 the Navy decided that Recognition training would be a valuable asset to Navy personnel not directly associated with aeronautics. In March, 1943 the Bureau of Aeronautics contracted for the delivery of 1000 sets of training equipment. This involved new problems. One was storage space aboard ships. Another was to design and produce a special trunk to protect the equipment against the heavy roll of ships in bad weather and even against concussion and explosion in battle.

A special plywood trunk was designed to hold 3000 slides, a projector case with equipment, screen, teaching material, and even a few spare sparts. Yet it was made sufficiently strong, durable and water tight to protect the equipment against shock and still permit room for expansion instead of explosion in case of a near miss in combat. With the cooperation of the two bureaus in June and July, 1943, under two simultaneous contracts, 429 units were completed for delivery—130 for aeronautics stations and 299 for personnel stations or ships. By November,

1943 a total of 1425 sets of Recognition equipment had been ordered under one of the contracts.

On December 20, 1943 the Foundation received the first shipment of a new training device developed by the Bureau of Special Devices. Instead of slides this new machine used a 16-mm. film strip. Its chief feature was its portability since the machine, film and spare parts kit weighed only forty-five pounds. By the end of the program 690 such kits were received and were reshipped to Navy installations.

In the twenty-nine months from the time the Recognition School program was begun on the campus there were many developments. From the first group of twenty-seven officers in May, 1942 to September 30, 1944 the total number attending classes was 3365. The largest number of trainees at any one time was 521 in April, 1943.

In addition to taking care of the men, many services had to be provided for them. These included hundreds of shipments of personal gear ranging from a note book to household goods. Another task was to keep updating the mimeographed list of slides. The last and largest of these filled fifty-nine pages, with names, numbers and other information on the 3325 slides then contained in each equipment set. Thousands of new training devices, such as new rolls of film and range estimators, were shipped to Navy facilities throughout the world. All overseas shipments were sent in moisture proof sealed bags packed in white pine boxes and bound with two or more metal bands to protect against weather and stowage.

The 1942-45 Foundation report gave the total of service and materials, under four contracts, as \$1,639,202.70. Price negotiations and voluntary cash refunds made by contractors were responsible for reduced costs on the largest contract, NOP 326. This had been estimated at \$875,000 but when completed came to only \$653,912. Another achievement was a marked reduction in the cost of slides. On the open market such slides had been selling for 50¢ each. The first contract for

this size slide was at the rate of 17¢ each. With more efficient methods of production this was cut first to 12¢ and with a greater output and further economies all slides produced after April 1, 1944 were to cost the Navy only 8¼¢ each. This was based upon a production schedule of 30,000 slides a day.

A tabulation of Recognition materials the Research Foundation supplied to the Navy covered fifteen items. In all, 3132 sets of Recognition equipment were shipped, along with 7,191,066 slides, 4969 projectors, and 2616 screens. The Recognition School continued in operation on the campus until December 31, 1944 when it was transferred to the Naval Training Center at Gulfport, Miss.

When the volume of Recognition School details and paper work multiplied, President Bevis asked Prof. Henry E. Hoagland, of business organization, to take them over so as to relieve Prof. Renshaw of this phase of the work. Dr. Hoagland not only handled many of the business details, but occasionally took to the road to expedite certain aspects of the work. He helped the "3-D" firm in Chicago to streamline its operation so that its output of Recognition slides went as high as 30,000 a day. He succeeded also in getting a much larger supply of heat glass for the projectors from Libbey-Owens-Ford at 30¢ each instead of smaller quantities from another maker at \$2 each. From time to time he also made trips to Bausch & Lomb to speed up the supply of lenses.

So what began in a small way as the outgrowth of experimentation in visual perception was adapted, greatly expanded and refined to meet a critical wartime need. No one will ever know how many U.S. and Allied pilots and others owed their lives to its use. It was by far the largest single wartime undertaking in which the campus figured, apart from the direct participation of thousands of its men and some of its women in the Armed Forces. And the results brought great credit and distinction to Dr. Renshaw, to the Research Foundation, and to the University.

VIII

MONEY AND BUILDING PROBLEMS

IN terms of operating and building funds, especially the latter, the decade from 1930 to 1940 was a lean one for Ohio's six state-supported universities. This arose in part from the Great Depression and its aftermath. But even then substantial funds for construction might have been available if the state administration of Governor Martin L. Davey had not been feuding with the New Deal administration of Franklin D. Roosevelt.

In other mid-Western states, for example, where this was not the case, state educational and other institutions benefited considerably from Federal funds in that decade. Indiana and Purdue Universities were among these beneficiaries as were Michigan State and others in the same "league" as Ohio State. On their campuses many new dormitory and other buildings sprang up, nourished substantially by Federal funds.

Ohio State was helped in minor ways from this source but it was mostly from pick-and-shovel, hammer-and-saw, paint brush or white collar projects. The dike along the Olentangy River was built in this manner and so were thousands of feet of sidewalks. Classrooms and other areas inside buildings got badly needed renovation, especially repainting, and there were other similar improvements.

But the only major buildings erected in the decade in question were Baker and Canfield Halls, the two newest dormitories. Some Federal funds, as noted earlier, were involved in these. In the main, however, they were built out of the proceeds of self-liquidating bonds authorized by the legislature. In all, six campus building projects in this period received some Federal funds.

Two other structures were the direct result of Federal grants during those years: the Stadium Dormitories and what later was named Stillman Hall. The Stadium Dormitories represented an outlay, down to mid-1940, of \$165,785. Stillman Hall, housing social administration, cost \$166,000. It came about largely because Prof. Charles C. Stillman, head of social administration, was a friend of Harry L. Hopkins, who administered the Federal Emergency Relief Administration (F.E.R.A.) program. Stillman had been F.E.R.A. administrator for Ohio.

Some hope for easing the building drouth was tied in with the 1941-43 biennial budget. The six state universities, through the Inter-University Council, asked for \$4.5 million for "Additions and Betterments"—buildings and lands. But of this the legislature appropriated only \$2,212,510 or not quite half. Of this amount, Ohio State's share, as noted, was \$1,216,875. This was based upon a formula under which the University received 55 per cent of appropriations, or basically in ratio of its enrollment against the combined total of the others.

But this hope was short lived. As the war came on priorities were set up and general building was frozen. In time the State Board of Control released portions of these funds upon request, but for purposes other than those originally intended. Out of this, as will be seen, the University among other things purchased Neil Hall and bought the land and erected the first buildings at what was to become Don Scott Field.

A Federal grant also made possible in 1939-40 the construction of a Faculty Assembly Building, better known as the Faculty Club. It cost about \$165,000. The club itself, housed originally on the third floor of the Administration Building, put up \$90,750 and the remaining \$74,250 was a P.W.A. grant. The new structure, on the south side of the oval, was on the site of the old Botany building and greenhouse. It was opened in the fall of 1940.

Another Federal grant helped to make possible a sizable addition to the Journalism building. This provided for a new

U.S. campus postoffice on the ground floor and badly needed additional classrooms, new quarters for the *Lantern*, and a small department library on the second floor. The Journalism addition cost about \$149,000, of which the Federal government provided \$65,454 and the balance was state money. The government also ceded to the University 1.69 acres of land at Put-in-Bay—what had been the U.S. Fish Hatchery—as part of the facilities of the Franz Theodore Stone marine biological laboratory.

In December, 1940, to go back, the Inter-University Council had urged upon Governor Bricker “the need for a joint state university building program.” This was done after “repeated conferences.” The amount involved, as noted, was \$4.5 million of which Ohio State would get 55 per cent or \$2,475,000. The letter to the governor was signed by the five university presidents. Dr. Bevis at the Trustees’ December 16, 1940 meeting submitted a list of items in the foregoing amount as follows: agricultural laboratory, \$350,000; Botany and Zoology addition, \$75,000; field house, \$450,000; food service building, \$150,000; Journalism building addition, \$75,000; library addition, \$425,000; dental building, \$300,000; recitation building, \$400,000; and science laboratory, \$250,000. The Board approved the list.

Later developments again illustrated the difference between asking and getting. H.B. 665 carried only \$2,212,510 for new construction for the state universities. Of this amount Ohio State’s share was broken down mainly as follows: library, \$300,000; agricultural laboratory, \$350,000; recitation building, \$350,000; addition to Journalism building, \$40,000; medical library, \$40,000; civil engineering field camp, \$7000; research laboratory (entomology), \$60,000; third floor, Robinson Laboratory, \$70,000; and Botany greenhouse, \$7000. The cabinet and the architect were directed to proceed with plans and estimates for these improvements. But when the shooting war came on all such projects, as indicated, were frozen for the duration and some of them never came about.

From a physical plant standpoint the first war years brought

about three major changes upon which action was taken at the May 11, 1942 Board meeting. One was for the construction of a new laboratory, already noted, for wartime research, especially for the War and Navy Departments. Another was an addition to the Radiation Laboratory of a building to house a high voltage electrostatic generator. The third, and in some ways the most important, was the start on a University airport growing out of the taking over by the Navy of Columbus Airport which had been used by the University in its Civilian Pilot Training program. This, too, has been dealt with elsewhere.

The growing number of wartime research projects called urgently for additional space. Dr. Bevis told the Board that the War Production Board had agreed to issue priorities for the immediate construction of a building to house these activities. The Trustees agreed to ask the State Controlling Board for \$350,000 from available funds for the construction of a War Research Laboratory and to take certain short cuts to this end. This was done.

The building to house the electrostatic generator, Dr. Bevis informed the Board, called for "a peculiar construction to protect the operators from the 3,000,000-volt X-ray machine" to be housed in it. The University had been assured that "because of the many important researches" under way in this field the necessary building priorities would be granted.

The University took a long step forward in a new direction when in June, 1942 it undertook to acquire 382.5 acres of land for an airport about seven miles northwest of the campus. The original area was larger than Port Columbus at the time. The initial \$100,000 cost of the airport site, including provision for a hangar, runways, shops, grading and fencing, came through the transfer of funds from building appropriations frozen because of priorities. Dr. Bevis told the Board at its May 11, 1942 meeting that the University "cannot afford to lose the position it now occupies in the training of pilots and aeronautical engineers."

Until the new airport was completed, C.P.T. students, as indicated, were using other Columbus airfields, including Norton Field, named for the well known World War I alumnus-athlete-aviator who was killed in France in July 1918. The 1942 Summer Quarter C.P.T. quota was for sixty students. At the time of the acquisition of the airport site President Bevis predicted that Ohio would play "a key role" in the development of aviation and said that after the war the University foresaw "a vast development in aviation."

The airport figured in other developments in mid-1943. At its September 20 meeting the Board authorized a request to the State Board of Control to release \$277,500 from frozen appropriations for buildings and equipment at the airport, of which \$187,500 was for runways, taxiways and field drainage and \$45,000 for building additions.

Another major acquisition made possible by the release of frozen state funds was Neil Hall which the University had been leasing for use as a women's dormitory since 1928. The lease on the building was to expire in September, 1944 and the University was paying an average of \$25,631 a year in rent. The owner, the Mid-State Realty Co., was asked whether the property could be bought and, if so, at what price. The answer was "Yes" and the asking price was \$340,000.

After an appraisal by the University architect an offer was made of \$276,057.77, which was figured as the depreciated value of the building. This was accepted. The Trustees approved the purchase October 11, 1942, subject to the release of the necessary funds by the State Controlling Board. This was done, giving the University a fourth women's dormitory, with a capacity of 250 which could be increased to 270. Furniture and equipment were included in the purchase price. Replacement value of the building and contents was fixed at \$467,457.77.

Since Neil Hall, Dr. Bevis explained, "for all these years had filled a great need in helping to provide proper housing for women students in a most satisfactory manner, and as

every room in it is now rented for the entire year, with a waiting list, our Board of Trustees deemed it wise to negotiate for the purchase."

Another physical plant development was action, taken at the January 12, 1942 Board meeting, looking toward a 330-bed addition to Starling-Loving Hospital. The Federal Works Agency, in Washington, decided that the number of additional beds required for defense needs in Franklin County was 100. The project was modified to this end. The new wing was to cost \$450,000 of which the government was to provide \$300,000 and the University \$150,000.

The University's finances reflected wartime conditions and trends in the fall of 1942. In the previous spring the State Board of Control had granted an additional \$139,410 to help meet the added teaching load resulting from the wartime accelerated program. But because enrollment was higher than expected in the summer and autumn quarters, student fees were up so that the University released \$75,000 of the additional funds granted in May.

That fall the government notified the University that because of the critical materials called for it could not approve the application for the proposed addition to Starling-Loving Hospital. The Board of Control, therefore, was asked to cancel the \$250,000 that had been requested for this purpose. At the same time, bids for the War Research Laboratory were enough under the estimates so that \$50,000 of that allotment of funds was canceled.

Toward the end of 1942, Governor Bricker discussed the state universities' biennium budgets with the Inter-University Council. He told the Council, President Bevis reported to the Trustees, that in preparing their budgets "each University should carry the same grand total for operations and maintenance as contained in the present appropriation bill." At the same time each university could adjust individual items within its budget as it saw fit.

Two new facilities became available during the Autumn Quarter, 1942. One was the War Research Laboratory addition to the Engineering Experiment Station. One of its first uses was for research on the extraction of protein from farm crops along with a search for new industrial uses for farm products. Very soon it was being used for research connected directly with the war effort, especially in the field of cryogenics or low temperatures. Much of this, as indicated elsewhere, was highly secret and the building was under 24-hour guard.

The other building was a new structure for the R.O.T.C. just south of Lane Ave. off Tuttle Drive.* This was a two-story concrete building housing the field artillery unit. It was enclosed by a fence and three-fifths of the ground space was given over to a garage for military trucks. Field Artillery cadets on guard duty at the gate were given credit in basic military science classes.

At the December 4, 1944 Board meeting, Dr. Bevis reported on a conference held November 21 by Governor Bricker and the presidents of the six state universities. He said the governor told of his intention to recommend in his executive budget an item for a sufficient appropriation over and above the building needs set forth in the joint report of the Inter-University Council for expanded hospital facilities on the campus. These as defined by a College of Medicine faculty committee were a) to meet teaching needs and b) "to supply state requirements for hospitalization." This was the first major step toward a greatly expanded Health Center for which, before too long, a special appropriation of \$5 million was made by the legislature.

The Trustees approved unanimously "the purpose of Governor Bricker to request the appropriation of such funds . . . as will provide upon the University campus such buildings and equipment as will adequately supply the need; it being understood that such hospital and facilities be under the control"

* Officially this was the Military Science Shop and Storage Building. But carved in its stone work is the recurring inscription "R O T C Building." This is actually what it is but no official authorization for this designation has been found.

of the University Trustees. This was to forestall the possibility that some of the proposed facilities might come under the jurisdiction of other state agencies.

Three months after the adoption of the Board resolution of December 4, 1944 calling attention to the inadequacy of the facilities of the College of Medicine and agreeing to request a special appropriation to meet these needs, the Trustees took further action. At their March 5, 1945 meeting they agreed to ask specifically for an appropriation of \$5 million for this purpose. The Inter-University Council had given its approval of such a project December 8, 1944.

The Board resolution to this end pointed out that the state's health program would "require largely increased hospital facilities," that the University's current facilities were inadequate and "extensive additions" were necessary, and that the proposal had been approved in conference with Western Reserve University and the University of Cincinnati—which had the other two medical colleges in the state. It was the "sense" of the Board therefore that such a program was "of vital importance" to the people of the state, that any appropriation should be in addition to the regular building program, that \$5 million was "the minimum figure" needed during the next biennium—to come out of the state's surplus. Finally Dr. Bevis was "directed to take such steps as may be necessary to coordinate and present the facts" as to such a program to the governor and the legislature.

By legislative action in the winter of 1944-45 cost-of-living pay increases were voted for all state civil service employes, including those on the campus. These were mandatory, effective January 1, 1945. This was under S.B. 1. Under H.B. 227 an increase of 10 per cent was voted but the Senate bill called for an additional 10 per cent, plus 2 per cent for each year up to five years of prior service. Not covered by these benefits were the teaching staff, the library staff, technicians, and research assistants.

At the January 8, 1945 Board meeting, Dr. Bevis informed the Trustees of the "urgent need" for funds to give similar benefits to those not covered. The Board directed him to request sufficient additional funds to provide comparable increases to the teaching staff and others.

The matter of student fees in connection with the "G.I. Bill," Public Law 346, came up at this meeting also. Dr. Bevis recommended that "tuition fees be charged such students on the same basis as those charged other students," that is, with reference to resident vs. non-resident fees. He recommended also that the matter be brought before the Inter-University Council and that it be asked to adhere to a policy adopted in July, 1944. The Board approved both recommendations. Unlike some other colleges and universities, the University was pledged not to seek higher fees from the Veterans' Administration for returning "GIs" than it collected from other students.

The State of Ohio as well as the University began to move ahead actively with respect to funds as the war in Europe ended and that in the Pacific neared its close. This was reflected in legislative appropriations for the 1945-47 biennium which Dr. Bevis reviewed. The General Assembly, he pointed out in the July, 1945 *Faculty Review*, had given the University "the largest appropriations in its history."

For personal service and maintenance, \$11,923,266 was voted. This was an increase of \$1,898,938. In addition, \$9,413,923 was provided for capital improvements where there had been a long drouth. Of this total \$5 million was for the new Medical Center. Major items for other campus improvements included provision for these: agricultural laboratories, physics, a recitation building (music), central service building, Botany and Zoology building addition, power plant remodeling and equipment, and industrial X-ray laboratories. Another item of \$500,000 was for dormitories but this was in the nature of a loan and was to be repaid out of net operating revenues.

The building needs were prepared, Dr. Bevis noted, as "a

three-biennium program." About a third was provided for the new biennium. He said the University fared better in respect to personal service (salaries) than it did for maintenance. On the whole, he was optimistic.

"We shall be able to provide for considerable growth," he remarked. "We shall, if priorities, etc., permit, secure a great deal of vital new classroom space and the indispensable power plant expansion to carry it. We are on the way to the possession of a medical college of first rank.

"Much of our building program awaits succeeding biennia; but the grants were a *part of that program*.

"When the *facts* of enlarged enrollment supplant estimates, there is good prospect of adequate addition to our personal service and maintenance budgets.

"We shall doubtless face a good deal of post-war maladjustment between enrollment and staff, between space requirements and plant, between developing needs and funds. However, progress has been made and we have encountered much fair-minded comprehension in the General Assembly."

With \$100 million in a bulging state treasury, Ohio State asked for \$12,664,000 or a little more than half of the \$24,272,000 sought by the six state-supported universities for new buildings in the 1945-46 biennium. As it turned out it got only a fraction of the amount asked.

Quite apart from the flood tide of students soon to engulf it, the University was suffering from inadequate facilities in many areas. One of the worst was the Library, completed in 1912-13 when the enrollment was just under 4000. Another was the chapel, the only sizeable assembly hall on the campus, which could hold at best around 1100. A third was a power plant whose output was stretched to the limit without adequate standby service.

The Student Health Service was jammed into cramped makeshift quarters in Hayes Hall with a waiting room accommodating just twelve students. The School of Music was one of

the worst off, using such ancient structures as the former president's house, built around 1855, and the onetime Athletic House next door, originally a faculty residence.

Outgoing Governor Bricker recommended a separate appropriation of \$5 million for adequate clinical and hospital facilities as the first major step in the creation of a modern health center on the campus. Ultimately this came about, followed by much more. But at the outset the incoming administration recommended only part of what the University sought and much less than it needed.

On behalf of the Inter-University Council, a statement was submitted to the 96th General Assembly in support of the state universities' joint budget request for the 1945-46 biennium. Their combined asking amounted to \$23,090,461 for personal service and maintenance, or \$6 million more than for 1943-44. Along with this they presented a combined building budget.

"The work plan of the State Universities for the years immediately ahead," the statement declared, "must take account of accumulated shortages in buildings and facilities, temporary wartime shortages in students and in faculty, the imminent prospect of postwar student enrollment beyond all previous peaks, and the special mandate to serve these students because many of them will be veterans.

"The several administrations of the State Universities feel, moreover, that Ohio's standing in wealth, population and importance among the states demands comparable standing of the State Universities. Demonstrably, that standing is being threatened."

The budget recommendations Governor Frank J. Lausche sent to the General Assembly in March, 1945 were disappointing to the six state-supported universities. One was for an increase of only \$2.2 million for general operating expenses as against the \$6 million they had requested through the Inter-University Council. For buildings the governor's recommendation for Ohio State was for \$2,659,440 as against the \$12,664,000 the University

had requested. Nor did he include the \$5 million asked for the proposed public health center. But there was hope that the legislature would go farther. As it turned out it did.

Legislative action on the budget was completed in July. Of the \$13,624,328 the University had asked for personal service and maintenance \$11,923,266 was granted. Of the amount sought for the building program \$4 million was voted, plus \$5 million toward the Health Center and \$500,000 as a loan toward a dormitory. The building money was earmarked for these major items: agricultural laboratory, physics, recitation (music), central service, industrial X-ray laboratory, and botany and zoology addition.

By contrast, the University of Illinois got \$19,107,250, plus student fees, which were included in the Ohio State figures. In addition, Illinois got \$16,809,000 for buildings.

The first substantial upturn in Ohio State enrollment came with the Autumn Quarter, 1944 when it jumped to 8876 as against 7031 a year earlier. This was only the beginning for in another year it was to climb to 12,015 and by 1946 to the then unbelievable figure of 24,867. Much of this incredible increase, of course, was because of the tide of returning service men and women—a trickle at first and then a flood.

Another drought that was broken finally had to do with buildings. As wartime priorities began to be lifted, with appropriated but unspent funds in the state treasury, besides a fat surplus, the Inter-University Council set its sights on an extensive building program for all of the state-supported universities. This was to meet long overdue needs as well as those in anticipation of the high tide of enrollment that was now certain all over the country, Ohio included.

Specifically, the state Post War Program Commission gave the green light to state university building requests and passed these along to the governor and the General Assembly. As of that time the surplus in the state treasury was put at \$70 million, with a \$24 million contingency fund. The six state-supported

universities, as noted, submitted a joint building request amounting to \$24,272,000 of which Ohio State sought \$12,664,000. The University's asking requests were in two groups on the basis of priority, one with thirteen items and the other with fourteen.

When funds were appropriated, finally, the first building to be built was so-called "Recitation Building," originally intended for fine arts and music but which actually was used to house the School of Music. The price tag was \$850,000.

In its report the Ohio Post War Program Commission, of which Lieut. Governor Paul M. Herbert, '12, was chairman, commented that on the basis of anticipated enrollments, "Conservatively estimated, these universities and colleges can justify, in 1945 and 1946, an appropriation of approximately twenty-five million dollars, to be supplemented by later biennial appropriations." This proved to be only a beginning.

IX

LOOKING TO THE POST-WAR YEARS

1. Committee on Planning

MORE than two years before the shooting war ended, the University began to take steps toward a post-war program, with a hard look also as to how the post-war world would affect the campus. On May 11, 1943 the Faculty Council authorized President Bevis to name a committee to this end. He promptly appointed Prof. James F. Fullington chairman, with these others: Deans Alpheus W. Smith, Graduate School; Wendell D. Postle, Dentistry, and Arthur T. Martin, Law; and Profs. Henry E. Hoagland, business organization; Erwin E. Dreese, electrical engineering; and N. Paul Hudson, bacteriology.

In a covering letter dated May 20, Dr. Bevis emphasized that the committee should "have a wide discretion" but, among other things, ought "to take account of the recommendation of the University Policy Committee and of recent developments such, for example, as the establishment of the School of Aeronautics, . . ." In his belief also, as noted, it should "look both outward and inward."

He was anxious that the committee concern itself also "with concrete recommendations for concrete developments at the University. As a background for such developments, the committee may be concerned to consider the post-war situation of higher education generally but such consideration, it seems to me, should be background rather than foreground." In his opinion also, "we should be prepared for the possibility that these recommendations be put into effect relatively early. No one can foretell the fortunes of war but we ought not to be taken unawares should it happily have an early termination."

He suggested that the committee try to "have a first report by November 1, 1943." It missed this mark by a day.

One of the first acts of the committee was to solicit faculty thinking on post-war recommendations to be submitted through the deans. Prof. Fullington outlined these two major problems: first, immediate ones arising from post-war conditions such as "the educational needs of discharged service men and women, the replacement of obsolete plant and equipment," and then "less pressing" ones such as "educational services and curricula, personnel, student welfare, administrative organization, buildings and equipment and public relations."

The committee made headway during the summer and early fall of 1943. It was working on plans that would have two bases: that the educational needs of returning veterans, including the rehabilitation of the wounded, be met first; and that the new system be elastic enough to meet new demands because the committee felt certain that "our society is not likely to be the same."

By October, 1943 the committee had finished the first phase of its general survey of coming educational demands and was ready to begin the second phase. This was to consist of conferences with deans and committees from the individual colleges to evolve specific plans for post-war work in each academic area. Chairman Fullington saw the problem as one involving "the whole position of the university in the community and in the nation." He doubted whether a final report would be ready before the end of the calendar year.

The committee submitted a brief summary "report of progress" on November 2, 1943. In it the committee sketched the complexity of its task, summed up its work to date, outlined the direction of its activity and, for an unexplained reason, suggested that "publicity in respect to this report be carefully censored."

As to the complexity of the task, the report noted: "The problems which confront us are varied. Some arise directly

from the circumstance of the war. Some may arise from social change, new demands and enlarged responsibilities which cannot be clearly defined at this time. Some arise from past and present conditions (or trends) which have been ignored, or for which solutions have been proposed but not effected, as with the Student Health Service.

"But the problems and their solutions are so interrelated that it seems unwise to consider them in isolation. As a consequence, the Committee has felt obligated first of all to survey the manifold activities and problems of the University and to acquaint itself with significant University opinion."

To this end it had been meeting each week on Wednesday and Thursday afternoons. It had interviewed deans, administrative officers, and key faculty members. Upon invitation it had received written suggestions from members of the general faculty, college deans, and numerous college committees and University boards and councils. Chairman Fullington had met also with various college committees and had conferred personally with administrative officers and with faculty members.

At this point the committee had "come to see three matters as worthy of early consideration." These were: A) a program for returned service men and women, war workers and others; B) the problem of getting needed equipment before or after the end of hostilities; and C) a reorganization of the president's office. On "A" and "B" the committee hoped to be able to submit recommendations or proposals shortly.

As to the president's office, the report explained, "The aim of such reorganization would be two-fold: to enable the President to delegate certain responsibilities; to improve the functioning of certain agencies now responsible to the President, as the offices of the University Examiner, the Registrar, the Dean of Men, the Dean of Women, the Student Health Service, and related boards and councils." In this connection the committee suggested that the president "defer the appointment of a successor to the retiring University registrar until he had had

opportunity to study the Committee's forthcoming recommendations." (Much of the reorganization suggested followed the appointment of Dean Bland L. Stradley as vice president for student affairs as of January 1, 1944, described earlier.)

A much more detailed committee report, dated February 8, 1944, was aimed at giving the returning veteran as much academic leeway as possible. This was presented to the Faculty Council on February 28, 1944. It foresaw three categories of students the University could expect after the war, and made five related recommendations. As Prof. Fullington put it, the idea was "to make it permissive as opposed to prescriptive."

The three sources of post-war students foreseen were 1) those directly from high school; 2) those from industry; and 3) those from the Armed Forces.

The recommendations included: 1) appointment of a "Coordinator of Demobilized Student Affairs"; 2) a period of adjustment after enrolling as a student; 3) an option of retroactive cancellation of certain grades; 4) provision for refresher courses; and 5) departments, schools and colleges "to consider offering such short-term programs as appear educationally feasible and desirable."

In summary, in terms of the report:

The coordinator would have an advisory committee of five members. He would act as liaison officer between the University and all agencies concerned with the education and welfare of demobilized students.

First quarter of residence would be considered a "provisional period" and, with the approval of the dean of a college, the student could elect to cancel any or all "D" and "E" grades received in that quarter.

This provision also could be made retroactive, upon the student's petition, to any low grades received during the two quarters immediately preceding his withdrawal from the University to enter the Armed Forces.

Each college, school and department should set up refresher courses "at the appropriate levels," to be offered without college credit.

The committee recommended also that the University continue its accelerated program, meanwhile, "as long as there is sufficient demand." A companion report on "Student Health Services" was also in the making.

At a Faculty Council meeting on February 13, 1945 the committee rendered a third report. This was on "Individualized Plans for the Demobilized Student." The committee suggested that while most demobilized students might be expected to undertake or resume a regular educational program, many others would have special educational needs or desires. The committee said it had been confirmed in this opinion during the previous year.

Various factors suggested, the new report commented, "that something more than the conventional four-year collegiate education will have to be provided." The committee foresaw that "a good many will demand short, practical vocational programs." It felt that "for the present, planning for this kind of education should be tentative." It made eight recommendations, namely, that

1. The University establish "an administrative procedure to be known as the University Individualized Programs."
2. Students thereunder to "be subject to the University regulations concerning admission and college registration; and that any courses devised for them to be proposed and authorized in the usual fashion."
3. Each college to provide facilities for conducting individualized non-degree programs.
4. Each dean to appoint a counselor to advise students and to authorize individual programs after consulting with the appropriate departments.
5. College counselors to confer upon the student's program and to determine the college of registration when two or more colleges were involved.
6. Course prerequisites and college regulations to be "liberally administered."
7. Six quarters of academic work to be regarded "as the probable limit of effective study" under the individualized programs, but

that "no specific limitation be placed on the time a student may spend in the program."

8. As the colleges gained experience and discovered basic and repetitive patterns of study, they were to "consider the advisability of special courses and special short-time curricula which may be established and publicized as regular offerings."

Peering into the future extended off the campus. A two-day conference on post-war educational problems was held also. Leaders in agriculture, business, industry, labor, government, and the Armed Forces took part in this on February 29-March 1, 1944. The conferees were told that 65,000 men were being discharged from the Armed Forces each month and that nearly 1,300,000 had been released so far. Speakers predicted that at least 1,000,000 men and women still serving in the Armed Forces would seek further college education after the war.

Other points brought out concerning returning veterans were to the effect that they would

have had many significant educational experiences, particularly from specialized Army-Navy training schools and would have been taught in terms of clearly defined objectives, with no waste motion. expect college-university courses to "go somewhere" and to "get there fast."

be in a hurry to complete their formal schooling, get married, and settle down. There probably would be a serious readjustment in our entire culture, along with a need for more technical or "sub-professional" training. Existing facilities in high schools and colleges were inadequate.

There was agreement that the over-all problem was statewide and was not confined to the campus. To this end a need was seen for a total state program, along with a survey of the state's resources and the probable demands upon them. It was the consensus that Ohio State needed a "picture" of its own surrounding culture in central Ohio, and of the state as a whole.

Immediately after the conference, over which Prof. H. G. Hullfish presided, President Bevis named a faculty committee to consider ways by which the University could determine

the probable demand for college training in various fields after the war.

2. *Survey of Veterans*

A unique publication sent free to the University's men and women overseas was an "Overseas 'Pony' Edition" of the *Alumni Monthly*. This was done for two reasons: because it was impractical to mail the *Monthly* itself overseas during war-time, and to keep those members of the University's family who were on foreign service in touch with the campus and, to an extent, with each other. The eight-page "pony" edition was sent by first class mail.

Undated Volume IV, for example, was about 6½x8½ inches in size. Of this issue 14,000 copies were mailed. Half of this issue was devoted to athletics. This was understandable considering the unbeaten 1944 football team, with Coach Widdoes named "coach of the year," and Les Horvath the Heisman Trophy winner as the best college player of the year. One page was devoted to University affairs, especially to plans being made for returning veterans. Another page contained Armed Forces news, a third carried editorials, and one was devoted to the "Victory Mailbag," with a Milt Caniff cartoon showing Terry reading the *Monthly* in Burma.

Along with each copy of the "pony" went a concise questionnaire, with a return envelope. It was based upon fourteen questions concerning service personnel and was designed to help Registrar Ronald B. Thompson and others in the post-war planning of courses, curricula and other related matters. As President Bevis said in a foreword: "Your help in formulating plans will be greatly appreciated. If you will indicate your reactions to the questionnaire, we will do everything in our power to be ready for you when you come back."

Five weeks after the first of these questionnaires were mailed the replies began flooding back. The first 13,000 mailed drew 2000 prompt responses. Dr. Thompson reported on the findings. More than half of the former students who replied said they

planned to resume their education, nearly all of them at Ohio State. A little less than a fourth of the replies indicated uncertainty as to the respondents continuing their education. Another fourth reported that they were not planning to do so. About half of the replies were from the 18 to 24 age group.

The early responses indicated that more students were planning to enroll in Engineering than any other college. But Arts, Education and Commerce drew a good response. Heavy interest was shown in "refresher" courses, especially in law and medicine. Most of those planning to return to the campus had been students some time after 1940. Interest was heavy also in taking courses the year around, or four quarters instead of the normal three.

About a fourth of those replying were married and many had children. This posed a housing problem which the University in time tried to handle as best it could. Opinion was divided, however, as to whether the returning veteran should have special privileges. But the feeling was strong that such veterans should take classes with other students and not separately.

The replies reflected some concern also about such matters as the University's academic standing, the University Health Service, the department of music, the Ohio Union, dormitory facilities and other problems upon which University officials were already working. The replies also mirrored a more liberal attitude as to race question.

At a special faculty meeting in May, 1944, President Bevis reviewed his first four years in office and dealt with plans for the future. It was his opinion that the enrollment had passed its ebb and that the future curve would be up. A related fact was that, although as it turned out, the shooting war had fifteen months to go, discharged veterans were beginning to return to college campuses and Ohio State already had a hundred.

In looking back, Dr. Bevis pointed out that the policy had

been one of gradual change and improvement rather than of sharp changes. He cited four "forward steps" in the over-all program:

Establishment of three divisions in the President's office—one for faculty and curricular matters, one for student relations, and a third for public relations.

Organization of the Faculty Council as a legislative body.

Start of a new program as to faculty salaries, promotions and tenure as recommended by a faculty committee.

Development of a plan of 4-year tenures for department chairmen.

As to future needs, he suggested a more complete coordination of University services concerned with the physical well-being of students. He saw a need for continued study of plans for the post-war period and said that stimulation of student thinking should be a major objective.

About this same time the University Personnel Council and the Junior Council held four meetings within a month to discuss problems relating to returning veterans. There was agreement that each re-enrolled veteran should be treated as an individual case and that it would be in the best interests of both the University and the veterans not to deal with them as a class apart. All veterans so far in school were medical discharge cases but the flood of others was just in the offing.

It was agreed meanwhile to draw up a statement from the University outlining the duties, rights and resources for veterans. Dean of Men Park headed a committee to review the needs of returned veterans for special social activity programs. It was recognized that veterans' housing would be a major problem.

With the shooting war nearly over a burning issue in the United States early in 1945 and for some time afterward was whether the nation should adopt a policy of universal military training. Many felt that it should do so as insurance for the future. Others felt equally strongly that as soon as practicable the country should demobilize and return to a peacetime status.

In February, 1945 President Bevis expressed the opinion that there was much doubt "whether we may not be premature at this time in attempting an answer to the basic question." He said there was "grave possibility of a kind of peace which would, in my judgment, make such training imperative." But he said he was not ready to give up hope "that a better kind of peace may be made which would render less necessary so decisive a break in American tradition." He foresaw that future war would draw more and more heavily "upon scientific, technical, industrial, and commercial skills as well as the strictly military skills."

He ended on this note: "We ought to be sure that the urge for universal training is not another manifestation of the philosophy of mature economy—not, that is to say, simply a means of keeping a certain number of millions of man hours out of the labor market. The subtraction of this quantity of labor power from production, if necessary, should be regarded as a necessary evil and not as an economic goal."

3. Students Look Ahead Also

A Student Convention for Victory had been held on the campus in May, 1942. In retrospect, it had reflected a surprising amount of prophecy. Basically it was designed to disclose student attitudes toward critical problems of the war and the peace to follow. Senator Harold H. Burton, of Ohio, later a member of the U.S. Supreme Court, was the main speaker. The great benefit of the convention program, he declared, lay "in the preparation of the committee reports which show a great deal of forethought and planning."

The most controversial report submitted was by the International Peace Machinery Commission providing for the organization of an international governing body after the war. This was adopted after an hour's debate. Its major provisions were surprisingly like those of the United Nations, which was to be created in 1945. They called for an executive council,

assembly, court, and international military force. Campus organizations represented the various nations. Again prophetically, to a degree, the delegate for India proclaimed that "India wishes to defend herself with non-violent direct action; action from the Allied Nations is not wanted."

Delegates from seventeen Ohio colleges and universities met May 14-15, 1943 on the campus to discuss wartime student activities. The occasion was the first annual Ohio Student Conference on Wartime Activities. It was called at the suggestion of Governor Bricker. William S. Guthrie, director of student employment, was supervisor. Discussions covered an inventory of student wartime activities, war service committee organization, techniques of operation, major projects under way, and new projects contemplated. Agencies represented on the program included the Office of Price Administration, the Ohio Council of Defense, the War Production Board, the War Savings staff, the War Manpower Commission, the American Red Cross, the Department of Agriculture and Agricultural Extension. On the Ohio State campus, as noted, such activities were carried on by two volunteer groups. These were the Student War Activity Volunteers (Swaves) and the War Service Corps of the College of Education.

4. Academic Wind Tempered

Somewhat as had been done for students in World War I, the Faculty Council in 1942-43, as indicated, tempered the academic wind for students who had been called to the colors or to essential war work. It voted specifically to give full credit in all courses to students entering the Armed Forces or called to other necessary war work after at least seven weeks' work "in which he has a satisfactory record." This was to be upon the approval of the college executive committee. This applied also to any senior entering an "important war activity not earlier than one month before the normal date of graduation."

In addition, the Council voted a sort of academic credit bonus to students returning from the Armed Forces. It agreed, as related, to grant up to fifteen hours of "K" (non-grade) credit in Agriculture, Arts and Sciences, Commerce and Administration, Education, and Engineering "for related services in the armed forces of the United States to students who subsequently return for the completion of the requirements for a degree." These actions were taken originally February 3, 1942 and were amended March 9, 1943 and again September 2, 1943.

Meanwhile regular enrollment, as noted, reached its ebb for the war years, with women outnumbering men. For the Winter Quarter, 1944 it consisted of 3697 women and 2710 men, or a total of 6407. This included Twilight School enrollment, moreover, but with duplicate names excluded.

In another step President Bevis toward the close of 1943 had invited suggestions for the University's post-war building program. Except for two "relatively small projects," the Social Administration building and the Journalism building addition, he noted, there had been "no substantial addition to the 'teaching space'" on the campus since 1925. In the interim several studies had been made and tentative "building programs" evolved. But all had been at a standstill because of wartime priorities and regulations. The Cabinet for several months, he reported, had been working over accumulated suggestions. He suggested that both immediate and long-range programs be developed. The guiding principle, he explained, was that "no improvement had been included for which cogent reasons do not exist." Fourteen items were projected for immediate construction "if and when." Further suggestions were invited.

In April, 1944 in response to this invitation Dr. Bevis reported having heard from thirty-six faculty members. They represented six of the ten colleges and twenty-five of the eighty-two departments. These letters contained sixteen references to general University problems—eight to the main Library—and thirty-two

to college or departmental problems. Among the suggestions were for a new chapel and a new Ohio Union. The president thanked "all who have responded to my appeal," and added, "Further suggestions are in order."

In this connection, University Architect Howard Dwight Smith, in the same issue (April, 1944) of the *Faculty Review*, looked back over earlier attempts at campus planning, as follows: 1908, Olmstead Brothers; 1910, Prof. Charles St. John Chubb, of architecture; 1913, Prof. Joseph N. Bradford, first University architect; 1920, a modification of the 1913 plan when the Ohio Stadium was located; 1928, Harry J. Williams, consulting architect, for expansion outside the Oval.

Finally, in 1932, came a plan to establish basic relationships: 1, development of the Oval as the principal feature with a central vista from the entrance between two major buildings at 15th Ave. and High St., toward an enlarged library and concentration of large units outside of but adjoining the Oval wherever possible; 2, facilities for basic studies generally located about the library and inner periphery of the Oval—Physical Sciences to the north, Social Sciences to the east and southeast, Biological Sciences to the west and southwest; 3, miscellaneous—large agricultural areas west of the Olentangy, recreation areas south of the Stadium, and residence areas at the south edge of the campus.

In connection with the post-war building program already in mind intimate contacts were being maintained with the other state-supported institutions in Ohio and with the Universities of Illinois, Michigan and Wisconsin.

At the opening of the Autumn Quarter, 1944 there were faint signs of a return to more normal conditions on the campus. The war was still to be won but the Allies clearly had the upper hand both in Europe and the Pacific. Five fraternities were still inactive but twenty-one others were functioning in their own houses. The Army had released the

dormitories it had been using, but women's housing was still a problem. Five of the ten substitute residences used the previous year were retained for women students.

The flood of returning veterans was yet to come but Dean of Men Park reported 121 registered under the "G.I. bill." A related development was the organization of the Ohio State University War Veterans' Association in October. A resolution adopted was to the effect that they should be represented on all committees established to decide their future, especially the governor's recently created committee of fifty to deal with veterans' affairs. Another was that all veterans over twenty-five should be extended free educational facilities at Ohio State like those granted to veterans of World War I. (The latter, under what was known as the Jones Law, were excused from the payment of the so-called incidental fee, which was much smaller in those days, but they received no benefit payments like those provided for World War II veterans.)

Another index of the changing scene lay in the fact that by now the A.S.T.P. had only 588 men on the campus, of whom 223 were in the Reserve program. The others were in the advanced program. A lesser sign of a return to normalcy was that the Marching Band that fall was at full strength for the first time in three years. At the end of October it was announced that the A.S.T.P. would discontinue taking applications after December 3.

A feather in the University's hat was that in November it was called the only one in the country up to that time offering a comprehensive and coordinated curriculum in rehabilitation. The School of Social Administration had sixty-nine students enrolled in this program. Correspondence courses were set up for veterans through the Armed Forces Institute at the University of Wisconsin under a Land-Grant Association committee. The University, as noted, adopted a liberal policy on service credits for training in the Armed Forces in helping returning veterans to adjust their programs accordingly. Another major

step in the direction of normalcy was word that the Navy Recognition School would cease operation as of December 31, 1944.

5. *Steady Growth Foreseen*

As 1944 gave way to 1945, President Bevis in a year-end statement, expressed confidence that the University would have a steadily growing enrollment and an ever-increasing opportunity for public service in the new year. Even if the war should not end in 1945, he believed that the University might face serious staff and building problems. The low point in enrollment, he noted, had been passed some months ago, with the Autumn Quarter enrollment up 23 per cent over a year earlier and the freshman class was up 75 per cent.

"We must not forget," he warned, "that the University 'post-war problem' has already started. Thousands of young people are being discharged from the services every month, . . . In the present student body are 650 men and women who have received honorable discharges from the military services."

The University, he pointed out, had already submitted a post-war building program which had been approved by the Ohio Post War Program Commission. Members of the staff on leave for active service or other war work numbered 346. The Navy Recognition School had been moved to one of the Navy's own training establishments. But the heavy program of war research on the campus, much of it still secret, continued under the direction of the Research Foundation.

Meanwhile, there were other and more immediate problems in the new year. Early in January the University library was forced to close daily at 5 p.m. because of insufficient heat. This was in compliance with the War Mobilization Board request that temperatures in homes and public buildings be no higher than 68 degrees. That same month the city of Columbus had a water shortage and the University was asked to hold its use of water to a minimum. "All steps short of actual closing of the University" were ordered by the president to reduce the

use of water and help reduce the city's shortage. This restriction covered drinking fountains, with no use of showers in the gymnasiums and dormitories, and only one toilet each for men and women in other campus buildings.

Travel restrictions continued in force and a number of annual meetings sponsored by the University or its subdivisions were canceled. The Institute for Education by Radio, scheduled for spring, was called off for 1945 at the request of the Office of Defense Transportation. So was the annual Dairy Conference. Other University departments were advised to cancel conferences, short courses, institutes and conventions. One exception to this was Farmers' Week. Near the end of the Winter Quarter, Dr. Bevis urged students not to travel unnecessarily between quarters.

The heat situation reached a climax on Sunday, January 28 when the main Library was closed entirely and the campus power plant was "silenced" for four and a half hours. The fuel crisis reached a new peak on February 2 when Governor Frank J. Lausche asked all Ohio schools to close as of February 5. The University was only partly affected. Because of its patients, University Hospital had to be kept warm, along with thirteen campus buildings still used or occupied by Army and Navy trainees. But temperatures were lowered in all other buildings.

Another sign of post-war things to come was a joint effort by twenty-four student organizations in the spring of 1945 to start a move for a new Ohio Union. They pointed out that the first Union, built in 1909, served an enrollment of a little more than 3000 and was long since outgrown. A committee was named to study the specific needs of the supporting groups in terms of the proposed new Union.

New moves and activities geared to the rapidly approaching post-war future began to take shape that spring. In April, for example, Dean Harlan H. Hatcher, of Arts and Sciences, announced the adoption of a new curriculum in American

Civilization. Two days later President Bevis said in a statement that the University would need to expand its activities in many directions to meet the post-war needs of students and the state. As examples, he cited business research, professional fields, public health and psychiatry, dental hygiene, and more graduate courses in dentistry.

The students were vocal in related matters also. The *Lantern* called editorially for action on housing for veterans. In mid-May some 500 students gathered in the Armory to voice their "demand for a new Ohio Union." Mildred Rankin, Student Senate president, declared: "We want this to be more than just a building. We want it to be a war memorial. We want it to be a student recreation center as well as a rehabilitation center for returning veterans."

On May 28 the campus held a memorial service for veterans of both World War I and World War II. A V-E Memorial edition of the *Alumni Monthly* carried the names of 475 then known University war dead, with a brief biographical sketch of each. (This was to grow, as noted, to a total of 699.)

That same month, a member of the history department, LeRoy P. Graf, in a "This Week" current events talk over WOSU, predicted that future relations with Russia might be a peacetime problem. He based his judgment on "the apparent worsening of relations between the Russians and the nations with whom she has won the European war." How right he was time was to tell only too well.

6. *Three Observances Held*

Three special observances were held on the campus in the spring of 1945. One was a memorial service for President Franklin D. Roosevelt, one was a celebration of a false report of V-E Day, and the third was that of the real V-E Day.

The Roosevelt memorial service was held April 13 in front of the Library. Fifteen minutes' of chimes music was followed by talks by President Bevis, Arts College Dean Harlan H.

Hatcher, and A. Lovell Elliott Jr., senior class president. The program, broadcast over WOSU, closed with "Taps" from the balcony of the Library.

All signs were that the beaten Germans were about to give up. The false V-E Day report was widely circulated April 28 but this was denied quickly. It was reminiscent of the false World War I armistice report of November 7, 1918. Vice President Stradley re-emphasized May 1 that when the real V-E Day came the campus program would be "one of thanksgiving, not of celebration." On May 7, when the "real" day came the *Lantern* issued an "extra" crying "GERMANY OUT—HITLER'S WAR LOST," and telling of the Germans' unconditional surrender.

"We properly rejoice at the news of victory in Europe," President Bevis said in a statement, "but our happiness over this historic achievement needs to be tempered by thoughts of our dedication to the tasks ahead. . . . To the cause of 'education for citizenship,' to a better understanding of our problems, both domestic and international, we rededicate Ohio State on this day of victory."

The next day a solemn crowd of students gathered at 9 a.m. in front of the Library to hear the broadcast of President Truman's formal announcement of Germany's capitulation. On this occasion Dr. Bevis pointed out: ". . . this is not the end of the game. It's just the seventh inning."

It had been announced that a special memorial-dedicatory edition of the *Alumni Monthly* would be published thirty days after V-E Day. The well-known alumnus-cartoonist, Milt Caniff, '30 promised to do the cover. Incomplete figures released several weeks earlier from the Alumni Records Division showed these current totals: in service, 14,332; dead, 375; missing, 89; prisoners, 83.

Another small straw in the wind of changing times took form February 13, 1945 when the Ohio Union Board of Overseers voted to relax the longstanding rule forbidding women

students admission to the Ohio Union lounge. By contrast, Pomerene Hall, the women's building, had long since made its lounges available to men, especially servicemen.

In the fore part of 1945 the campus was doing a good deal of soul searching and probing into the future. Under the heading of "Crystal Ball," the *Lantern* looked into the future editorially. Among other early items which it foresaw were a new student union, a better music building, more adequate space for the College of Agriculture, an enlarged library, and a field house. All of these things came about in the next decade or so, especially the badly needed union and the field house. As it turned out also, as noted, a new music building was the first major item in the post-war building program.

Early in 1945 the University took further steps to ease the adjustment of returning GI's to campus life and academic requirements. To this end the Faculty Council recommended that Faculty Rule 304 be amended and the Trustees approved this at their March 4, 1945 meeting. Under the amended rule, as noted, a demobilized student who withdrew from the University between September 16, 1940 and the end of hostilities could, with the approval of the dean of his college and the GI coordinator, elect to cancel "all D and E grades" he might have gotten up to two quarters prior to his withdrawal.

Further, the first quarter back in residence, as indicated, was recognized as "an adjustment period" for each demobilized student. At its close, again with the approval of his dean and the coordinator, he could elect to cancel "all D and E grades which he earned during the period." The Trustees had approved this at their June 5, 1944 meeting. The so-called adjustment period ended automatically with the close of such a quarter, but could be extended for an additional quarter.

It was provided, however, that these recommendations did not apply to "the Graduate School or professional colleges insofar so they conflict with established professional regulations and criteria." It was necessary also to define "demobilized stu-

dent." This was interpreted to mean any student who had served in the U.S. Armed Forces or the auxiliary services after September 16, 1940, or in the Merchant Marine, or in the armed services or merchant marine of U.S. allies. It applied also to anyone "whose academic education has been otherwise interrupted because of the war" for at least nine consecutive months immediately before he returned to or entered the University.

Upon Faculty Council recommendation the Trustees took another "tempering" action at their April 16, 1945 meeting when they approved a further rule change permitting a student who had received a D or E in a course to repeat such a course for credit. For this he must have the approval of his college. In no case, however, could a student who had a B or C in a course repeat it to get a higher grade.

7. Annual Reports for 1943-44 and 1944-45

The seventy-fourth annual report, for 1943-44, was much briefer than that for the previous year—thirty-two pages as against fifty-two. As President Bevis said in the foreword, this report could have been as large as the former "But the narrative would largely be the same as the reports for the two previous years, except for new statistics and new names." During the year, he emphasized, the University had continued "to give first consideration to its responsibilities and its opportunities to assist in the prosecution of the war." (Portions relating to most matters dealt with here earlier are omitted.)

At some future time, added, "a full report of Ohio State's work in the war will be prepared and printed. Then it will be possible to include even the most important contributions which today still must be surrounded with secrecy, lest their revelation give aid to the enemy."

Continuing a policy of underscoring "some one phase" of University activity in each annual report, the emphasis in the '43-44 report was on "the better coordination of all our agencies of student relationships." This was not only in terms of

wartime conditions but in anticipation of the day when peace would return and with it a horde of new students on a scale undreamed of in earlier years. The report also stressed "deepest appreciation to the Governor, the members of the General Assembly, and other state officials for their constant interest and encouragement." It expressed gratitude to the members of the Inter-University Council "for their spirit of co-operation which is helping to carry forward state-supported higher education with increasing opportunities for our young people." Appreciation was voiced also to the Trustees, to other University officials, to members of the staff and to students and their parents.

Major staff changes during the year, including an additional vice president, were made with a view to better coordination of student relations, including such phases as matriculation, registration, campus organizations, health service, guidance, and student employment. In turn, the president reviewed the functions of the agencies dealing with students: the Entrance Board, "the 'open door' through which the prospective student usually makes his first contact with the University"; the Registrar's office through which "run all the threads woven into the pattern which makes up the college life of a student at Ohio State University"—from admission to after graduation; the offices of the dean of men and of women, dealing with personal relationships, activities and housing; the Junior Council charged, collectively and individually, with the duty "of advising students on problems of many kinds"; the Personnel Council which correlates "the many and varied services of the University to its students"; the Health Service "responsible for medical service and personal health guidance" of students; the Occupational Opportunities Service designed "to aid the various campus personnel offices" in the educational and vocational guidance of students, and the Student Employment Office, actually a "financial aids" office dealing with employment, scholarships and loans.

Some of these functions and agencies were comparatively new or had expanded rapidly in recent years. All were affected, in one way or another, by the war or had to solve problems created by the war. For example, after June 13, 1943 the Registrar's office had to handle the records of the A.S.T.P. unit, one of the three largest in the country. When the War Department in March, 1944 suddenly transferred these men to combat assignments, that office "in record time, reported the grades of each student, with copies for the coordinator of the program, for the student, and for Washington." Similarly a booklet prepared by the Registrar's office giving the University's evaluation of A.S.T.P. courses was "in great demand by ASTP students all over the United States and by registrars of other universities."

In addition to his normal duties Dean of Men Park served as Selective Service coordinator for the University. In three years his office had handled more than 6000 cases relating to student draft status. By the end of the 1943-44 school year the number of active cases was down to 450 "as Selective Service requirements grew more rigid." Many of these cases required personal conferences with the registrants and cooperation with state Selective Service headquarters as well as with local boards.

When on June 12, 1943 the campus women's dormitories were taken over for Army use the dean of men's office had the responsibility of operating them as well as the regular men's facilities which also were converted to military use. Ten months later, when the number of A.S.T.P. men was reduced sharply, as noted, the thirteen fraternity houses which had been diverted to Army use were released along with several dormitories. Among other activities this office administered student loans, including those from the dean's emergency fund, participation in the operation of the International House for foreign men students, the monthly "Prexy's Hour," the student Veterans' Association, and the Men's Housing Bureau.

The dean of women's office continued to have wartime problems also. A major housing problem had resulted from the three women's dormitories—Canfield, Mack and Neil Halls—being diverted to Army and Navy use. Some of this need was met by University Houses, private homes accommodating five or more women students, and by taking over thirteen fraternity houses called substitute residences. While all of this served a purpose the report called them “makeshift arrangements.” There were also three co-operative houses—the Alumnae Scholarship House for women of high scholastic attainment and economic need; and the W.S.G.A. Club and the Ann Tweedale House “for good students of junior, senior, and graduate rank who have financial need.”

Because of the special wartime load the University Health Service program had to be modified accordingly. The dispensary was still housed in inadequate quarters in Hayes Hall. Nevertheless it serviced more than 68,000 calls to regular students and those in the Armed Forces campus units during the year. About three-fourths of these were for A.S.T.P. members. A 16-bed infirmary was set up in the basement of Baker Hall but this was closed in March, 1944 when the A.S.T.P. unit was greatly reduced in size.

Despite the comparatively low wartime enrollment, the Student Employment office was busy. In eleven months it gave more than 5000 interviews and placed 2811 applicants in 2215 jobs. The students' net earnings from this source were put at \$433,845.16. In addition, the office referred 415 persons during the year to prospective employers. Of those referred 312 were placed.

“War work of various kinds,” Dr. Bevis said in reviewing the year, “reached new peaks, and to all of these projects our staff and our students have devoted themselves unselfishly and enthusiastically. But the pattern of our war activities had been set in the two previous years. With the routine established, we

have found it possible the past 12 months to devote our thinking more largely to the tasks ahead and to the postwar years."

He cited two developments toward this end. One was the conference of off-campus leaders who, he said, "might assist us in our thinking and our planning." Participants, as noted, included authorities in agriculture, business, industry, labor and government. For two days they exchanged "ideas on the responsibilities of the University in the years ahead." The other agency was the University Post-War Committee. It continued "its exhaustive study of all University functions as they relate to future educational problems."

The president called attention to the new curricula introduced during the year, "most of them having some implications for meeting needs arising from the war." In recognition of the mounting importance of radio as a tool in education he cited the creation of the position of director of radio education to which Prof. I. Keith Tyler had been appointed. His three-fold function was "to effectively coordinate the University's activities in broadcasting, in providing preparation for careers in radio, and in radio research."

The naming and expansion of the University's new airport were cited also. On recommendation of Dr. Bevis the Trustees on November 1, 1943 named it Don Scott Field in honor and memory of the former athlete who died in a bomber crash in England on October 1, 1943.

The development and growth of the Twilight School as an "out-of-hours" activity were cited likewise. With evening and some Saturday classes, Dr. Bevis commented, "We expect that it will serve large numbers of returned veterans."

On the personnel side there were many changes during the year, as indicated: a vice president for student affairs (Stradley), a new Arts College dean (Hatcher), a new dean of women (Mrs. Conaway), a new acting dean of Education (Mooney), and an acting head football coach (Widdoes). Seven new departmental heads and four acting chairmen were named while

five former chairmen remained in teaching capacities. Six veteran staff members became emeriti and thirteen died, including several emeriti.

As the shooting war neared its close during the school year 1944-45, the University was looking definitely ahead rather than back. During those months, as President Bevis noted in the seventy-fifth annual report, the University "continued to devote its efforts whole-heartedly to the emergency needs of the nation—in the classroom, in research, and in public service." He pointed out that details of the University's war contributions were spelled out in the two previous annual reports and further description would "be largely repetitive except for changing figures." (Again references to most matters already dealt with are omitted here.) Some day, he promised anew, the University would publish "a full and detailed report of its war service." (This volume is in part a keeping of that promise.)

Just as the campus began to mobilize long before Pearl Harbor, he remarked, so was it "studying its peace-time responsibilities many months before the final shot was fired." In connection with the preparation for the current annual report the ten colleges and the Graduate School were asked to provide statements aimed at three questions: "1. In what activities are the departments of your college now outstanding, through instruction, research or public service? 2. In what areas do your greatest needs and deficiencies exist? 3. What are your proposals for remedying these deficiencies and improving the work of your departments?"

The replies were incorporated in the report "with only such editing" as space made necessary. Actually the report, as finally published, was dated August 31, 1946. So Dr. Bevis made this observation:

This report should be read with the understanding that it was written while the nation was still at war. When that is done, it will be apparent that Ohio State's planning for its post-war role was well in hand at an early date. The fact that all of these plans

could not be carried into effect as promptly as might have been desired is the result of conditions of manpower and material over which the University had no control. The blueprint was ready!

As of the time the report appeared, he noted, some of the deficiencies the colleges had reported were "already remedied, others are on the way to solution." Still others had to await their turn until finances and other factors permitted. Under the circumstances, no effort was made to bring the report up to date. Further, because the emphasis was "intended to be forward-looking, rather than historical," many campus activities had to go unrecorded for the time being. In addition, those of some departments which in previous years had been described in detail were not reported "although their good work has continued."

He ended the foreword with appreciation "to all who have helped to make this another year of achievement and progress" for the University—the governor, members of the legislature, other state officials, the Trustees, to students and staff members "for continuing understanding and support. With the help of all these, Ohio State will continue to move forward!"

One by one, the individual colleges spelled out their sagas of the year. For Agriculture, for example, the year past was described as "unusual" in that military needs plus the demand for production had "taken the great bulk of former students" and there were only 156 men in the college during the year. In agricultural education, further, because of the war the year "saw the smallest attendance of students in the past quarter century." In agronomy the enrollment was down from 588 in 1941-42 to fifty-three in 1944-45. The story was the same elsewhere, except that here and there the enrollment was beginning to recover. In botany it was 64 per cent greater than in the previous year. In home economics, total class enrollment reached "an all time high—3349."

With enrollments still down generally some departments devoted more time, as in rural economics and rural sociology,

"to research and outside service." One result of this was a report on "A Post-War Crop and Livestock Pattern for Ohio." This was only one of several special studies. Agricultural Extension reported a total of 865,454 Victory Gardens in Ohio during the year on which 361,221 tons of vegetables were raised. A little known fact was that it helped to recruit and place 54,205 persons for crop harvesting. Of these 2257 were Jamaicans, 200 native Mexicans, 2682 Texas Mexicans, 275 Alabamans, and 2650 prisoners of war.

In Arts and Sciences wartime conditions prevailed both in terms of enrollment and of special courses geared to the war. Fifty-nine staff members were on war leave and only four had returned from such service. A special program was set up for eight Cuban students for work in languages, phonetics, U.S. history and civilization, and in teaching techniques.

A share of the credit for significant war research, carried on by the Research Foundation and the War Research Laboratory, belonged to this college. In chemistry alone five senior staff members "contributed heavily" to war research. A major part of this was in the expanded cryogenic laboratory. The U.S. Navy was also using on certain fighting ships materials developed in campus laboratories under Prof. Wallace Brode. In physics significant work was carried on in the radiation laboratory. Similarly, more than half of the geology staff was engaged in war work.

A number of developments marked the year in the dental college. In October, 1944 it began a course for the training of dental hygienists with twenty-one girls enrolled in the two-year program leading to a certificate and three in the four-year curriculum leading to a degree. In June, 1945 the college offered eight postgraduate courses with a registration of sixty-one dentists. The college also made its facilities available freely for refresher courses for dentists leaving the Armed Forces. It likewise entered into a cooperative program with the State Department of Welfare to meet the needs of inmates of state institutions.

In the College of Education the former departments of fine arts and music became schools. A new curriculum leading to the Bachelor of Music degree was adopted. In fine and applied arts plans were nearing completion for a ceramic production laboratory to train designers. During the year eleven students received degrees in occupational therapy, the first such in the University's history.

Eleven major school-building surveys were completed with the cooperation of or under the direction of the Educational Research Bureau. Through its policy committee the college faculty developed a summary statement of policies "to give direction to the college and its administrative units in decisions on fundamental problems." Because of the freeze on building the college was still using the onetime Athletic House and the old former presidents' house on High St. for teaching purposes. Fine arts, likewise, was still cramped in ancient Hayes Hall. Both areas were to get relief in the first of the post-war building program.

Activities in the College of Engineering fell into four categories: "a) giving adequate service to the teaching needs of the military, b) maintaining schedules for the upperclassmen enrolled in the several curricula, c) providing staff and facilities for the heavy program of war research, and d) planning in detail the new five-year curricula which will be mandatory . . . in the autumn of 1945." Of these, the impending shift to a 5-year program in all engineering curricula was perhaps the most significant.

On this point the report commented: "After long consideration, the college faculty realized the impossibility of compressing the technical and the social studies within the framework of four years of undergraduate study . . ." The revised program would have "a base structure" of eighty-four hours of "fundamentals"—mathematics, drawing, chemistry, physics, fifty-one hours of "broadening" such as economics, political science, psychology, history, etc., nineteen hours of "general," including military and physical education, and 120 to 126 hours of depart-

mental specialization, for a total of 274 to 280 hours. But a student showing "special academic aptitude" could also earn a master's degree at the end of the five years. Other developments included accreditation of the department of architecture, and a new ceramic curriculum in glass technology.

Matters were somewhat different in the College of Law with a limited enrollment because of the war. The report noted that in recent years the college had "sought to integrate its work more effectively with both pre-law training and post-law school experience." It was desirous also of establishing a Bureau of Governmental and Legal Research in order to give all senior students "realistic experiences in research on governmental problems." This would supplement the experience in practice through the Legal Aid Clinic. And anticipating the heavy post-war enrollments tentative plans were to limit the number of beginning law students to 150 a year in accord with available facilities and resources of the college.

The College of Medicine during the year underwent probably the most extensive and far-reaching changes of any of the colleges. This centered in the creation of the new Medical Health Center to serve the entire state. It involved administrative reorganization, teaching and research personnel, curriculum changes, research and other matters. Besides a new dean (Doan), the college got a junior dean. This new position went to Dr. George H. Ruggy. Louis B. Blair was made superintendent of the hospital.

A new department of obstetrics and gynecology was created with Dr. P. J. Reel as chairman. In other staff changes Dr. Jonathan Forman was made professor of the history of medicine, a new chair. Part-time faculty appointments went to Dr. Frank Tallman, commissioner of mental diseases in the Department of Public Welfare, to Dr. Roger Heering, the new state director of health, and to Dr. William L. Potts, new director of the Tuberculosis Sanatorium.

A re-evaluation of the premedical and medical curricula was

being studied. The School of Nursing was returning to the four-year curriculum leading to a B.Sc. degree. Attention was already being given to the need for refresher courses for returning physician veterans. A Division of Cancer Research was created with Dean Doan as director and Dr. Herman Hoster as associate director. Ironically Dr. Hoster some years later was to be the victim of a form of cancer.

Important research was going on in two other areas of medicine. One was the major study of high altitude physiology, already noted, carried on by Prof. F. A. Hitchcock, with a newly built decompression chamber. This was under contract with the U.S. Office of Scientific Research and Development. It was being done under close cooperation with the aeronautical laboratory at Wright Field and other agencies. The other project was a continuation of studies by Dr. George M. Curtis, head of surgical research, in iodine metabolism and related fields. A major step, which portended great things for the future, as indicated, was the legislative appropriation of an initial grant of \$5 million to create a medical health center on the campus.

Like Medicine and Dentistry, Veterinary Medicine had been on an accelerated program during the war. Between the summer of 1942 and June, 1945 the college had graduated 242 veterinarians. But anticipating that the needs of the Army would be met by those already admitted, the college began a deceleration program by not admitting a freshman class until the start of the Autumn Quarter, 1945. It developed also a refresher program for veterinarians returning from military service.

The report of the Graduate School, it was pointed out, necessarily overlapped those of the colleges and departments. It stressed activity in six areas as follows:

The Radiation Laboratory where "more and more cooperative investigations on the borderland between the physical and biological sciences" were in progress. Specific items included the construction of a small betatron, creation of a special laboratory to house

the cyclotron, a legislative grant of \$180,000 to house the large betatron and million-volt X-ray unit, a gift of \$25,000 from Republic Steel Corp. to buy equipment for an industrial X-ray unit, another gift by Franz Theodore Stone for medical research by Dr. William G. Myers, using radioactive salts obtained from the cyclotron, and special fellowships in electron optics.

The Cryogenic Laboratory, "significantly expanded and improved during the war," with its activities during the year "devoted exclusively to war work" so that no detailed report could be made. This activity had developed into "one of the very best cryogenic laboratories in America."

Radio Optics—developed in electrical engineering for branches of the Armed Forces. Again, because of its secret nature, no details were available. But the program was described as "outstanding and very significant" with "peacetime as well as wartime meaning."

Child Welfare Center—to investigate "the best methods of conserving and developing child life; providing for the dissemination of information on child care and child welfare; . . ."

Social Science Cooperative Research—a combined effort by interested departments in a complex field.

Center for Research in Vision—cutting across departmental lines, intended as a cooperative undertaking, for which the Development Fund was seeking gifts, but hampered by interdepartmental difficulties.

Endowment for Research in Dairy Technology—for which the Development Fund had raised \$100,000.

Despite the fact that the shooting war was still on as the school year closed, Dr. Bevis called attention to the fact that "the enrollment had started to move upward" and that this "momentum" shortly would carry "the student body to new record proportions a few months later." He recalled also that this was the University's 75th year but "the anniversary passed without special celebration." It was also the 25th year for WOSU and a quarter of a century "of regular broadcasting." The year also saw the granting of the 60,000th diploma to Fenton J. West, of Huntington, W.Va.

X

THE COST IN BLOOD*

1. *Pearl Harbor*

FIGURES tell only part of the story, but they are a measure of the price in human blood and effort the University—students, faculty and alumni—paid toward winning the war. The first of hundreds of such payments were made, in fact, at Pearl Harbor when four Ohio State men went down with their ships in the Japanese sneak attack on the great Pacific naval base. They were the first of 699 in all who comprise the University's Honor Roll in World War II.

World War I was not in fact a global conflict while World War II was. For this and other reasons the number of University men and women who took part was far greater in the latter war. The exact number may never be known but the total is estimated at 18,000 as against 6561 in World War I.

The four who died at Pearl Harbor were F1/C John T. Blackburn, w'42, of Columbus; Ens. William I. Halloran, '38, Cleveland; Ens. James Haverfield, '39, of Uhrichsville; and MM1/C Robert R. Scott, w'41, of Massillon. All four literally died heroes' deaths.

Blackburn was serving on the *U.S.S. Utah* and had enlisted in the Navy fourteen months earlier. His commanding officer wrote of him later: "John died a hero. He stayed at his post until it was too late to save himself."

Halloran, too, a member of the Naval Reserve, had re-entered the service voluntarily in September, 1940. He went down on the *Arizona* with 1000 or more of her crew. She never was raised and continues to be carried on the Navy's roster of active

* A roster of the University's World War II dead follows as Appendix A.

ships. She is a permanent memorial to those who died at Pearl Harbor.

Three days before that "day of infamy," Halloran posted a Christmas card to a faculty friend on the campus. It was marked "U.S.S. Arizona at sea December 4, 1941" and arrived three weeks after the attack. The trade paper *Editor & Publisher* called Halloran the first U.S. newspaperman to die in the war.

Word of Haverfield's death came on December 11. His parents received a telegram from the Navy Department to the effect that he was "missing in action" and had "gone down with his ship." This also was the *Arizona*.

Scott was the only Ohio State man in either World War I or World War II to win the Medal of Honor. His station was in an air compressor room on the battleship *California* whose equipment was essential to firing her big guns. He was drowned.

To anticipate, in time the Navy named new warships in honor of Halloran, Haverfield and Scott. In August, 1943 a Navy destroyer, christened the *Haverfield*, was launched at Houston, Texas. Late that year the Navy announced that a destroyer escort, then under construction, would be named the *Halloran*. Another destroyer escort was named similarly in Scott's honor. Long afterward, in 1963, these four men were among the dead of two wars in whose honor new dormitories were named in the new North Complex, north of Woodruff Ave.

Five days after Pearl Harbor, Ens. William C. May, '39 was killed in the crash of a Navy bomber in Virginia. He and Halloran were both graduates of the School of Journalism. May's home was in Detroit.

The December, 1941 issue of the *Alumni Monthly* was ready for the press when the news of Pearl Harbor came. It was made over at once in an effort "to cover the war angle." It listed 108 alumni in the Pacific war zone—eleven in Japan, thirty-one each in the Philippines, China and Hawaii, two in Malaya, and one each on Formosa and Guam. Of the eleven in Japan

nine were native Japanese. Many of those known to be in Hawaii were in military service. As a foretaste of what was to come, the Alumni office estimated that "at least 2500 graduates" were in various branches of military service. The *Monthly* ran a complete list of alumni "known to be in the war zone."

Its January, 1942 issue carried four names in the first "Roll of Honor." Three of them were those of Halloran, Haverfield, and May. The fourth proved to be in error.

2. *The Honor Roll*

In the early summer of 1942 plans were announced to erect a huge Honor Roll in the Administration Building lobby to carry the names of all Ohio Staters in the armed services. The list was to be revised regularly with new names added as they became available. This was reminiscent, in a way, of the giant service flag put together in World War I with a star for each Ohio Stater in service. This had been displayed on the east front of the Library. When this flag was dedicated on May 25, 1918, it contained 2640 stars.

In time some 17,000 names comprised the known World War II list, and such a display proved impracticable in the Administration Building. Instead, a bulletin board Honor Roll was erected at the east end of the Oval. This carried the legend, "Ohio State University In the Services," with a grand total figure and supplementary figures for the dead, the missing, and prisoners. This was updated from time to time as new information and figures reached the Alumni Records Division.

As of July 17, 1946, the Honor Roll board showed these figures: Service Count, 17,198; War Dead, 677; Missing, 12; Prisoner, 2.

As the real Honor Roll mounted in the autumn of 1942 the University not only bent every effort to make its records of its men and women in service complete but added a personal touch. This was in the form of a printed memorial, signed by

President Bevis, and sent to the next of kin in each case. The memorial read:

THE OHIO STATE UNIVERSITY
EXPRESSES TO YOU ITS PRIDE IN THE VALIANT SERVICE
TO HIS COUNTRY OF

ENSIGN WILLIAM I. HALLORAN

HE WAS PREPARED TO ADVANCE ITS WELFARE IN
PEACE; HE WAS READY TO DEFEND ITS HERITAGE
IN WAR. THE SACRIFICE HE HAS MADE IN THE CAUSE
OF FREEDOM BECOMES A PART OF THE TRADITION
WHICH HAS INSPIRED AMERICAN CITIZENS AND
KEPT OUR COUNTRY FREE.

THE UNIVERSITY EXTENDS ITS DEEPEST SYMPATHY
AS IT ENSHRINES HIS NAME ON ITS HIGHEST ROLL
OF HONOR.

HOWARD L. BEVIS
President

(Seal)

As of October, 1942, the war section of the Alumni Records division had the names of 2086 Ohio State men and women in service. This was an increase of more than 500 since July. It was known, however, that many names were still missing and that the total then was probably in excess of 4000.

Through September 24, 1942 the list of names on the Honor Roll had grown to forty-eight killed or missing in action. These casualties included the names of those lost in airplane accidents or otherwise in line of duty. One of the missing was Maj. A. B. Barrows, '36, U.S.M.C., son of Prof. William M. Barrows, of zoology and entomology. Maj. Barrows was at Pearl Harbor when the Japanese struck, had then gone to Alaska and was believed to have been on his way to the United States on a 15-day leave. He was on a plane carrying fourteen men which vanished August 16 between Kodiak and Whitehorse. The first word had come, meanwhile, from four Ohio State men held prisoners by the Japanese.

As of April, 1943 fifty-nine Ohio Staters were known to have lost their lives in the war. The Records division meanwhile had 4989 authentic military addresses for alumni and former students in service. Of those listed, 3989 were in the Army, 922 in the Navy, sixty-six in the Marine Corps, and twelve who did not indicate their branch of service. The total included thirty-one women in the WAACs, twenty-one in the WAVEs and the SPARs, and one in the Marine Corps. Officers in all branches outnumbered enlisted men 2922 to 2067.

As of November 20, 1943 it was estimated that more than 10,000 Ohio State men and women were in service. The Records division as of that date had 6394 official service addresses, or within 200 of the grand total for World War I, and with thousands of names still to be added to the current roster.

The current count as classified showed: Army, 4991; Navy, 1290; Marine Corps, 102; Red Cross, 38.* Among the total were 184 women of whom 38 were nurses, 48 WACs, 50 WAVEs, 7 SPARs, 1 Marine, 27 Red Cross, and 13 miscellaneous, including dietitians. In addition, 295 faculty and staff members were officially on leave for war service.

The final phases of the war were reflected in the mounting casualty lists, the growing number of missing and even the reappearance of some who had been reported missing. The February, 1944 *Monthly* reported a new total of 135 known University war dead, thirteen in the last month. The revised list named twenty-four men as missing in action, forty-six as prisoners of war, and 331 names added to the service roster, for a total of 7022. A re-check of those listed earlier as missing revealed that they were dead. Six others, previously missing, were alive but prisoners of war.

The first faculty member known to have been wounded was Maj. Herman C. Nolen, on leave from business organization. He was on the staff of the U.S. Military Government

* The slight discrepancy in total figures was not explained.

in Sicily when German planes strafed a nearby ammunition dump. After the war he returned to the campus and subsequently became president of an important pharmaceutical firm.

As of October, 1944 it was estimated that one-third of all male graduates and former students of the University listed in the Alumni files were in the armed services. At that time the campus service figure stood at 12,292, of whom 357 were women.

The first Ohio State alumna known to have died in service was Alice Rebecca (Becky) Raney, '39. She was an Army nurse and became ill in England. She returned to America and died June 20, 1944 in a military hospital in New York. Burial was at Eaton, Ohio.

Eight Ohio State families each received two gold stars because of having lost two sons during World II. Similarly, four faculty and staff families each lost a son in combat. The double gold star families were:

Mr. and Mrs. David H. Billups, Columbus: Capt. Harold Billups, Arts w'43, killed February 23, 1945 on a flight over the Egyptian Sudan, and Lt. Ralph E. Billups, Agr. w'41, who died in April, 1943 in aerial action in North Africa. Both were in the Army Air Corps. At the time of his death, Capt. Harold Billups was chief regional pilot at Aden.

Mr. and Mrs. Warren Griffiths, Columbus: Pfc. Charles W. Griffiths, Com. '31, and T/Sgt. Warren D. Griffiths, Com. w'43. Both were in the Army. Charles Griffiths, who was married, was killed in an automobile accident near Marseilles, France, while serving with a tank battalion. He was very active as an undergraduate and was manager of the 1930 Varsity football team. Warren Griffiths, with a medical headquarters unit, was killed December 6, 1944 in southern England by the explosion of a flying bomb.

Mr. and Mrs. Samuel Houck, of Columbus and Springfield: Lt. Edwin R. Houck, Com. '38, A.A.C., and Lt. Ernest

C. Houck, Engr. '38, Navy. The Houcks were the first Ohio State family known to have lost two sons in the war. Lt. Edwin Houck was the navigator of a Liberator bomber, based in Italy, which crash landed in the Gulf of Trieste after being shot up on December 9, 1944 on a bombing mission over Vienna. His brother died in the crash of a Navy plane on March 31, 1943 near Floyd Bennett Field, N.Y. Lt. Edwin Houck was married.

Mr. and Mrs. Claude D. Mervyn, of Niles: 1st Lt. Richard C. Mervyn, Engr. w'44, A.A.C., and Lt. Robert D. Mervyn, Com. w'42, Army. The former died on April 14, 1945 near Mulhausen, Germany, when his Troop Carrier Command plane crashed into a mountainside. It was on a mission to evacuate American wounded. He had won the Air Medal with four clusters, seven battle stars, and two Presidential citations. Five months earlier, on November 20, 1944, his older brother Robert had been killed in Germany while serving as a battalion intelligence officer. Robert was married.

Mr. and Mrs. Clarence G. Seeds, of Hilliards: Lt. George L. Seeds, Engr. w'46, Army, and T/Sgt. Robert C. Seeds, Agr. '38, also Army. Lt. George Seeds was killed on Christmas Day, 1944 when a bomb exploded in his plane as it was about to take off from a base in France. His older brother Robert was killed some three months earlier on September 12, 1944 while leading his infantry platoon into action in Italy. Also surviving Robert were his widow and an infant son.

Mr. and Mrs. Fred Sharples, Warsaw, O.: Sgt. Robert P. Sharples, Agr. w'44, and Lt. Russell M. Sharples, Agr. '41. Both were in the A.A.C. Sgt. Robert Sharples was engineer-gunner on a B-29 Superfortress which on June 6, 1944, on its way back to a base in China after its first bombing mission over Japan, crashed into a mountain. Sixteen days later and half a world away, his brother Russell died over Hungary. A bombardier, he was listed first as missing in action. He had

flown thirty-one combat missions and held the Air Medal with clusters, a Presidential citation, and the Purple Heart. His widow also survived.

Mr. and Mrs. Lester Stoneburner, of Columbus: Pfc. Earl R. Stoneburner, Arts w'45, Army, and Lt. William N. Stoneburner, Engr. w'43, A.A.C. The former was killed in action on April 8, 1945 while serving with the infantry in Germany. He had arrived overseas only four weeks earlier. His brother William was first reported missing on October 17, 1943 when his Flying Fortress failed to return from a bombing mission over Germany. He was declared dead officially a year later.

Mr. and Mrs. George Zieske, of Geneva: 1st. Lt. Clarence E. Zieske, '42, A.A.C., and Lt. Vernon L. Zieske, Arts, '41, A.A.C. The former was pilot of a Mustang fighter plane and was killed on August 12, 1944 in action over France. He had been overseas only two months. A few days after his death his widow gave birth to a son. Lt. Vernon Zieske was pilot of a P-47 Thunderbolt. He died on January 26, 1945 in action over Belgium. Both brothers had been Varsity football managers, the one succeeding the other.

The four faculty and staff casualties were:

Maj. Arthur B. Barrows, Arts, '36, son of Prof. and Mrs. W. M. Barrows, Maj. Barrows was first listed as missing in a plane crash near Alaska in August, 1942. The Navy declared him dead a year later. His father was a senior member of the zoology faculty.

Pfc. Robert M. Bennett, Com. w'44, son of Dr. and Mrs. Raymond D. Bennett. He was killed in action in Belgium in January, 1945. His father was secretary of the College of Education.

Lt. Richard R. DeSelm, Edu. '40, son of Mrs. Helen DeSelm, librarian, Orton Memorial library. He was killed in action in Italy in September, 1944. He was previously wounded in action there in May of that year.

Lt. (j.g.) William A. Evans, Engr. '40, son of Prof. Emeritus

and Mrs. William Lloyd Evans. He was lost aboard the submarine *Tullibee* in October, 1944 in Japanese waters while on its fourth mission. Dr. Evans was the longtime head of the chemistry department.

3. *Honors and Awards*

The first University family known to have lost two sons in World War II, as noted, was the Houck family of Columbus and Springfield. Two of the three Houck brothers died in plane crashes—Lt. Ernest C. Houck and Lt. Edwin R. Houck, both '38. The third brother, Lt. (j.g.) Roger L. Houck, was on a Navy subchaser and served in both the Atlantic and the Pacific. Three Houck sisters were all in the Army Nurse Corps.

By mid-1944, 138 Medals of Honor, the nation's highest award, had been won in World War II. One of the fifty that went to Navy men was awarded, as indicated, to Robert R. (Bob) Scott, w'41. He attended the University during part of the 1936-37 school year but lack of funds compelled him to withdraw. He enlisted in the Navy, attended specialists' school and won the rating of machinist's mate, first class (MM1/C).

At Pearl Harbor, he was on duty below decks on the *U.S.S. California*. He was the first Massillon man to die for his country in World War II. His mother received the Medal of Honor and the citation, signed by President Roosevelt, from Navy Secretary Frank Knox. The citation read:

For conspicuous devotion to duty, extraordinary courage, and complete disregard of his own life, above and beyond the call of duty, during the attack on the Fleet in Pearl Harbor, Territory of Hawaii, by Japanese Forces on December 7, 1941. The compartment in the *U.S.S. California*, in which the air compressor to which Scott was assigned as his battle station, was flooded as the result of a torpedo hit. The remainder of the personnel evacuated that compartment but Scott refused to leave, saying words to the effect: "This is my station and I will stay and give them air as long the guns are going."

(Signed) F. D. ROOSEVELT

Two Regular Army officers who had served with the campus R.O.T.C. were among the Bataan casualties. They were Maj. Allan E. Smith, F.A., on duty here from August, 1937 to October, 1941, and Maj. Halstead C. Fowler, F.A., here from June, 1939 to February, 1941. Both had arrived in the Philippines only a few days before the Japanese struck Pearl Harbor. Maj. Smith was reported killed in action during the fall of Bataan. Maj. Smith was listed as wounded and captured there.

Lt. Sidney P. Brooks, Com. w'42, was the first Negro fighter pilot from Ohio State to give his life. He died September 19, 1943 in aerial action over North Africa. Previously he had won the Air Medal, with an oak leaf cluster. His home was in Cleveland.

The wartime thoughts of young men and women turned to many things. While recovering from wounds in a hospital in the spring of 1944, those of Lieut. Richard R. DeSelm, '40, turned to the University. He was in the hospital for eight weeks and his mind went back to his student days, from 1935 to 1940, when he was working for a degree in music. What gave him most satisfaction was his memory of having been a member of the original Symphonic Choir, especially when it won the nationwide C.B.S. "choral quest."

Six days after he was wounded in the "bloody crossing of the Minturn," he wrote to his mother asking her, in case he died, to give \$1000 of his savings to the University. DeSelm, then 26, recovered from his wounds but was killed Sept. 18, 1944 in later action in Italy. His mother carried out his wishes and the income from the money was to be used for an annual Richard R. DeSelm scholarship award to a member of the Symphonic Choir. He was said to have been the youngest person ever to make a bequest to Ohio State. His library of choral music was also given to the University.

Capt. Don F. Scott, w'41, was one of the brightest stars in Ohio State's athletic firmament when he joined the Army Air Corps in March, 1941. He was a standout quarterback on the football

teams of '38, '39 and '40, was a guard in basketball, and a shotputter in track. Baseball was out because of a leg infection in his sophomore year.

Nine months after he was sworn in he was commissioned at Kelly Field, Tex. Operational training at other A.A.C. bases followed before he finally went overseas. But late in 1941 a pursuit plane swooped low over the campus from the east and "buzzed" High St. and fraternity row. Later it was disclosed that Scott was the pilot and this was his way of coming home after earning his wings.

Trouble came to a U.S. bomber he was piloting in dirty weather over England on October 1, 1943. It crashed and its three occupants, including Scott, died in the crash. Exactly a week later his wife gave birth in a Columbus hospital to a son who was named Don Sands Scott. October 10 was the Scotts' first wedding anniversary.

Scott, incidentally, was the 100th Ohio State alumnus or former student to die in World War II. As of October 20, 1943 the dread list stood at 103, eleven names having been added in the previous month. In November, 1943, as noted, in tribute to Scott, the University's new airport was named Don Scott Field.

There was a parallel between Scott and Lt. Fred Norton, '17, a World War I flier who died of wounds received in combat over the Western Front. Norton won his Varsity "O" in three sports, captained the 1917 basketball team and won the Run-maker's Cup (baseball) in 1917. He died July 23, 1918 from wounds received in action three days earlier. He was awarded posthumously both the Distinguished Service Cross and the Croix de Guerre with palm for heroism on patrol July 2, 1918. Norton Field, an Army Reserve airdrome, east of Columbus was dedicated on June 30, 1923. A bronze tablet was erected there in his honor and a Columbus American Legion post was named for Norton. Norton Field in time became a private field and was taken over later for private housing.

In February, 1943 Capt. David Gaede, '40, received his third decoration for "meritorious achievement" in the South Pacific. He won the Army Air Medal during the battle of Guadalcanal, the Silver Star for action at Midway, and the Purple Heart for wounds received in both actions. During the battle of the Solomons he jumped into a foxhole when an air raid siren sounded. Moments later a first cousin of the same surname, whom he had never seen, landed on his shoulders. The second Gaede was a Navy medical officer. By June, 1943 Gaede had received two more decorations—the oak leaf cluster and the Distinguished Flying Cross. The former was for his part in a photographic mission during which he was badly wounded. The latter was won through 200 combat hours in the Pacific area. Gaede was navigator on a B-17 Flying Fortress. He later was awarded an oak leaf cluster to his D.F.C. This was his eighth decoration for bravery.

From the far Pacific after his ultimate rescue from the later famous Kennedy PT-109, Ens. Leonard "Lenny" Thom, '42 (Sandusky), sent a pledge to the University Development Fund. In the accompanying letter the former Varsity player likened the war to a gigantic football game and declared he wouldn't have missed it for anything. Thom wrote:

This is the greatest show on earth—like two great ball teams fighting it out—our boys against Tojo's Rising Sons. Service is really great for seeing the South Pacific and for action. I am enjoying this ringside seat—wouldn't miss it even to go to college again, as this too is an education and experience one will never forget. But once will be enough. Peace must be lasting and complete this time.

The same issue of the *Monthly* that carried Thom's letter also reported his escape from capture by the Japanese. It said his "tremendous strength and stamina helped save his life after his PT boat had been sunk by a Japanese destroyer." It added that he was believed to have returned to active duty "after being rescued from a small island where he and 11

others spent six days hiding from the Japs. . . . His skipper on that brush with death was Lt. John F. Kennedy, son of the former American ambassador in London. Kennedy also was saved." This was the later President.

The *Lantern* of October 22, 1943 carried a somewhat different account of this. It said Thom recently had had uncomfortably "close brushes with death." It described him as being "in the southwest Pacific near the New Georgia islands." It went on to say that Thom "had his PT boat sunk from under him by a Jap destroyer. When their boat was run down, the gasoline ignited and several of the crew were painfully burned. Fortunately Thom was uninjured. He and eleven other survivors took refuge on a small island and spent six days hiding from the Japs. After being rescued, it is believed Thom returned immediately to active duty." There was no mention of Kennedy or of how the rescue was effected.

The emphasis generally was on youth in World War II. Exemplifying this fact were two Army Air Corps colonels who were home in the fall of 1944 after strenuous tours of duty. Both were hardened veterans at twenty-six. One was Col. Robert Rowland, Phar, w'38, who had been in the Pacific theater. He joined the A.A.C. in 1938, had been on 169 missions and had shot down eight Japanese planes. In so doing he had won the Silver Star, Distinguished Flying Cross with four oak leaf clusters, and the Air Medal with two clusters. He was a senior pilot.

The other was Lt. Col. Robert Levine, Arts, w'39, who had been in air combat over Africa, Italy, and France. He had been in the A.A.C. for four years, had been on 160 missions and was credited with four German planes. His decorations included the Silver Star, Distinguished Flying Cross, the Air Medal with eleven oak leaf clusters, the Croix de Guerre, and a campaign ribbon with five major battle stars. His squadron won a Presidential citation.

One of the alumni most decorated for war service was Lt.

Col. Thomas C. Chamberlain, '35. A year after graduation he entered West Point, and was graduated there in June, 1940. He went overseas with the 10th Armored Division, attached to Gen. Patton's 3rd Army, as a tank battalion commander. Simultaneously he was the recipient of the Silver Star, an oak leaf cluster, and the Bronze Star. He received the first for breaking through the Siegfried Line and the other two for bravery in Luxembourg.

Not all eligible alumni and former students hurried to join the Armed Forces. There was Robert Hegler, '38, a quiet conscientious objector, who was relieved of his Selective Service obligation to serve as an attendant at Lyons State Hospital, in New Jersey. Items from a diary he kept alleging brutal treatment of mental patients helped lead to a 7-week official investigation which substantiated some of the charges and got nationwide publicity. Hegler was there eight months and later was charged with being A.W.O.L. He was convicted and received a 3-year sentence to a Federal prison at Danbury, Conn. Hegler was 28 at the time.

A number of alumni were among prisoners of the Japanese and were freed with recapture of the Philippines. Among them were Dr. and Mrs. Stanton Youngberg who had been held by the Japanese since the fall of Manila. Dr. Youngberg, a veterinarian, was a member of the class of '07 and Mrs. Youngberg of '08. As with other prisoners, both had lost much weight.

Another who was liberated was Alva J. Hill, '06, law school dean at the College of Manila. His weight was down to 90 ponuds. William C. Bryant, '02, after three years in prison camp, lost 60 pounds.

4. Women, Families, Strange Meetings

By the fall of 1943 growing numbers of women from the campus were engaged actively in war service in the Armed Forces and related agencies. After a year of special study the first class of dietitians with academic standing was graduated from

University Hospital. Six were going at once into the Army, four had another quarter to go before joining the Army. Only one was an Ohio State alumna. The Army wanted 700 women with such training.

A brother and sister were commissioned ensigns in the Navy. They were Jean Hershberger, '43, and J. P. Hershberger, '42. The latter was a former Varsity football player.

Still another alumna, Dolly Heberding, '41, had the distinction of being the first and, as of then, the only woman flight inspector of Curtiss-Wright Navy warplanes, Helldivers and Seagulls. Although she had 508 hours of flying to her credit she did not fly the warplanes. She began as an instructor in airplane mechanics for the C.A.P. on the campus, next was on active duty with the C.A.P. in Florida for ten months, and then became a pre-pilot inspector for Curtiss-Wright. Academically she was a bacteriology "major," but became interested in flying.

Two other alumnae won their wings in the Army Air Corps Transport Command. They were Catherine M. Houser, '37, and Mary C. Wilson, w'43. After training in Texas they went on active service ferrying emergency plane parts or badly needed supplies to one of the five fronts where Americans were engaged, or bringing back U.S. wounded.

And Martha Hart Morrison, w'42, whose husband, Capt. John A. W., '39, was killed in a plane crash in Egypt, enlisted in the WACs. She turned down a chance to enter a WAC officer candidate school, preferring to come up through the ranks.

From incomplete records three Ohio State alumnae are known to have won the Bronze Star for meritorious service. One was Capt. Lois K. Grant, Edu. '38, chief nurse of the 51st Field Hospital. She was said to have been one of the first three Army nurses to cross the Rhine after the Remagen bridgehead was forced. She had five battle stars on her E.T.O. ribbon.

The other two known Bronze Star recipients were WACs.

They were Lt. Mildred W. Hindman, Arts '24, in France, and Sgt. Eleanor Johnston, Arts w'43, in Italy.

The James G. Lightburns, of Crestline, won attention in the fall of 1943 as an All-American family. This was because six of their eight children were in active war service. All four sons were in the armed services. Six of the eight were alumni or former students in the University. The four brothers were:

Capt. James B. (Ben) Lightburn, '34, with the Persian Gulf Service Command.

1st. Lt. Robert A. Lightburn, '37, Army Medical Corps, San Antonio, Tex.

Lt. Joseph G. Lightburn, '42, on the *U.S.S. Denver* in the Pacific.

1st. Lt. Willis (Bill) Lightburn, w'41, assigned to the Army Air Corps in North Africa.

A younger sister, Jacqueline, was in her junior year in nurses' training in Toledo. Another, Mrs. Sara Lightburn Snyder, w'41, was the wife of Lt. (j.g.) William H. Snyder, U.S.N. His sister, Nancy, in turn, was the wife of Lt. Willis Lightburn. Ben's wife, Mary, had been with the overseas branch of the Office of War Information but returned home to have her first baby.

Another major war service family was the Alfred M. Calland family, of Columbus. Seven of its twelve children were in the Armed Forces. Four were sons: 1st Lt. Robert M. Calland, w'41, in the Marines; Albert M. Jr., originally in the Ohio National Guard but transferred to the A.A.C. as a cadet; Pvt. Fred, w'46, Army; and Edward, in the Navy V-12 flight training program. One daughter, Dorothy M., '41, was an Army nurse in North Africa. Two others, Betty, w'40, and Jean, '41, were the wives of service men.

Another entry for the title of the University's Number One service family was that of Mr. and Mrs. J. A. Clifford, of Columbus. They had five sons, all in service. Three were graduates and two were former students. The sons were: Maj. John M., '37, thirty-one months with the Air Transport Command in

India; Lt. Robert G., '40, with an airborne artillery unit; Sgt. Paul W., w'43, in the Atlantic area with an A.P.O. address; Ens. Charles E., '43, on sea duty in the Atlantic area; and Rad. 3/C Richard J., w'46, in the Pacific area.

All sorts of strange and unbelievable meetings of Ohio Staters occurred in far off places during the war. One of the strangest, however, was that of two onetime roommates on the campus who met in a German prison camp. They were Lt. Eugene Dornbrook, w'41, and Capt. James E. Garvey, '41. They met unexpectedly in Stalag Luft No. 3, a German prison camp about ninety miles from Berlin. Three other Ohio Staters were known to be in the same camp. They were Lt. Thomas B. Hobson, w'43, 1st. Lt. Robert B. Hermann, '41, and 1st Lt. James L. Cleary, w'36. All were members of the A.A.C. In April, 1944 it was learned that Lts. Henry W. Kennan, w'42, and Justin R. Jones, w'40, were prisoners in this camp also.

Two brothers, both Ohio Staters, who had not seen each other for months and who were in different services, bumped into each other on the street in Honolulu late in 1944. One was Capt. Clarence Scarbrough, '41, who had commanded a tank battalion that had been sent back to Hawaii after heavy fighting. The other was Ens. Carroll Scarbrough, also '41.

Another strange meeting rather late in the war brought together Sgt. John Thierman, '39, and Lt. Col. Theodore Golden, '31, '35. Thierman broke a collar bone landing with glider troops in France on D-Day, June 6, 1944. The glider hit a tree. As Thierman described it, he "landed smack in the middle of a first aid station" whose director was Dr. Golden. Earlier Thierman had broken the same collar bone in a parachute jump and still earlier was in a U.S. plane shot down in Sicily by American antiaircraft fire. His wife was a WAVE.

An oddity of the war involved C. William O'Neill, a law graduate of 1942, who was to be governor of Ohio from

1957 to 1959. He enlisted in the Army, was assigned to an Engineers' unit and was promoted to technical sergeant. In November, 1944 he was elected to the lower house of the 95th Ohio General Assembly as representative from Washington County. In the early winter he came home from Germany where he had been with Gen. Patton's 3rd Army and was to return to it at the close of the legislative session.

5. *Flag Officers*

As against three or four in World War I, Ohio State had a dozen or more flag officers in World War II, including several whose names became household words. Among them were one full general—LeMay—, three lieutenant generals, four major generals, three brigadier generals, and two rear admirals.

All had attended the University at one time and a number were graduates. All but one or two of them, it is believed, had their first military training on the campus. Some had gone from the University to West Point where they were graduated and received their commissions. A few were veterans of both World War I and World War II.

The best known, of course, was Gen. Curtis E. LeMay who left the campus, won his wings, and returned to get his degree in 1932. He won world-wide fame as commanding general of the XXth Air Force and at the time of V-J Day was chief of staff of the A.U.S. Strategic Air Forces. He played a major role in the heavy bombing of both Germany and Japan that hastened the end of the war and brought those foes to their knees. He served as commander-in-chief of the Strategic Air Command, then as commanding general of the U.S.A.F. in Europe, and finally as a member of the Joint Chiefs of Staff. By 1943 he had attained the permanent rank of major general.

Alphabetically, by services, the Ohio State flag officers were:

Army

Lt. Gen. Robert L. Eichelberger, w'07, an outstanding figure in the war in the Pacific, where he commanded the U.S. 8th

Army. He wound up as commander of the U.S. and Allied occupation forces in Japan in 1946. He was on the campus from 1903 to 1905, then went to West Point.

Lt. Gen. H. A. Nisley, w'11, also a West Point graduate, who was chief of ordnance, Headquarters, Ground Forces, in Europe, in 1945.

Maj. Gen. Robert S. Beightler, w'13, who made an outstanding record as commander of the 37th Division, (Ohio National Guard), in the Pacific and especially in the Philippines. Gen. Beightler was on the campus from 1909-1911.

Maj. Gen. Clovis E. Byers, w'21, who was chief of staff, U.S. 8th Army, associated with Gen. Eichelberger. Gen. Byers, also a West Point graduate, was on the campus in 1917-18. He won the Purple Heart and the Distinguished Service Cross. Upon retirement, after duty in Europe, he was a lieutenant general.

Maj. Gen. Fred Walker, '11. He went into the Army as a career after graduation. He won distinction as commanding general of the 36th Division in the fighting in Italy. He was awarded the Distinguished Service Cross, and the Distinguished Service Medal.

Brig. Gen. Charles M. Anckorn, w'18, a veteran of both wars. As a brigade commander, he lost a leg in a mine explosion in Italy in World War II. He was in command of the 157th Infantry Brigade. He was wounded, received the D.S.C. and was promoted to brigadier general all on the same day. His commanding general called him "the best regimental commander I have known in two wars."

Brig. Gen. Leo M. Kreber, w'19. He, too, was a West Point graduate and a veteran of both wars. He was the commander, under Gen. Beightler, of the 37th Division artillery. After the war he succeeded Gen. Beightler in command of the 37th.

Other Army personnel who then or soon after had important roles included these:

Maj. Gen. John B. Medaris, w'23, best known as commander

of the Army Ordnance Missile Command, Redstone Arsenal, Ala.

Maj. Gen. Clement F. St. John, '26 (Medical Corps). At the close of the war he was surgeon of the 1st Army and later was commanding general, Walter Reed Army Medical Center.

Brig. Gen. Carlton S. Dargusch, w'25, longtime University Trustee. Throughout the war he was deputy director of Selective Service under Maj. Gen. Lewis B. Hershey, at one time on the campus R.O.T.C. staff.

Brig. Gen. Oscar Snyder, '16 (Dental Corps). He, too, served in both wars and in 1942-44 was chief dental surgeon in the Southwest Pacific Theater. After his retirement he was on the faculty of the College of Dentistry.

Brig. Gen. Rex McK. McDowell, '16 (Dental Corps).

Brig. Gen. Charles H. Deerwester, '05. In 1944 he was assigned to the War Department general staff. He was promoted to colonel in 1943.

Army Air Corps

Lt. Gen. Barton K. Yount, w'06. Upon his retirement in 1946 he was commanding general of the A.A.F. Training Command. He was on the campus in 1902-03.

Maj. Gen. Kingston E. Tibbetts.

Brig. Gen. Francis Griswold, w'28, promoted to major general in 1946. In 1944 he was commanding general of the 8th Fighter Command in the E.T.O.

Navy

Commodore George Paffenbarger, '24 (Dental Corps).

Coast Guard

Rear Adm. Charles A. Park, '07. In 1942 he was made chief operations officer.

Read Adm. Earl G. Rose, '10. In 1943-45 he commanded the Greenland Patrol, U.S. Atlantic Fleet.

Honors began to come early in the war to Gen. LeMay, who was to achieve fame as America's top bombardier and in the post-war years as head man of the U.S. Air Force. The March, 1942 *Monthly* reported him to be the "first of Ohio State's 'flying fighters' to be cited for 'extraordinary achievement.'" LeMay, then a lieutenant colonel, won the Distinguished Flying Cross. He was a member of a 6-man crew which surveyed more than 26,000 miles of air routes over the United States, the South Atlantic, Africa and Asia Minor. This was to map the route over which U.S. planes were being ferried to the Middle East. LeMay was co-pilot of the four-engine bomber.

Three months before he was to have been graduated in 1929 he withdrew to join the Army Air Corps. He was commissioned and later obtained a leave of absence to complete his graduation requirements in civil engineering in 1932.

On January 27, 1943 LeMay commanded a group of Flying Fortresses in what was described as the first U.S. air raid over Hitler's reich. "It went pretty well," he was quoted as saying, "except that it was rather dull compared with some we've had. We managed to get a large number of bombs on the target and near the vicinity."

LeMay was promoted to brigadier general in the fall of 1943. At thirty-six he was one of the youngest to earn the star of a general. By then he had also led the first shuttle bombing raid on Germany, from Britain to North Africa and return. At Bombardment Headquarters in England he was quoted as saying: "By spring we'll have destroyed enough Nazi industry so that it will be nearly impossible for them to continue. Their last hope is turning out enough fighter planes to hold us off."

In January, 1944, Gen. LeMay received the Distinguished Service Cross in Washington from the hands of Gen. Henry H. "Hap" Arnold, head of the Army Air Corps. In March, 1944 LeMay was nominated for promotion to major general. Only five months earlier he was an Army Air Force colonel.

By a coincidence the two parts of the Eighth Air Force by the fall of 1944 had come under the command of two of Ohio's State's top military men, both under forty years of age. The bomber command of the Eighth Air Force had been under Gen. LeMay, who was transferred from that duty to direct the B-29 program against the Japanese. Soon after this the fighter section of the Eighth Air Force was put under the command of Gen. Griswold, w'28. LeMay at the time was thirty-seven and was said to be the youngest two-star general in the Army. Griswold was thirty-nine.

When Griswold left the University to join the Air Corps in 1928 he lacked only ten credit hours toward his degree of B.Sc. in Bus. Admin. Sixteen years later his Army training in scientific fields was regarded as more than enough to offset this deficiency and he was awarded the degree in absentia at the Sept. 1, 1944 convocation.

By another coincidence two former Ohio State men were thrown together in high places early in the war. One was Robert L. Eichelberger, w'07 and the other Clovis E. Byers, w'21. Both were graduates of West Point, where Gen. Eichelberger was superintendent at the time of the attack upon Pearl Harbor. In November, 1942 President Roosevelt nominated Gen. Eichelberger for the grade of lieutenant general, assigned to the Pacific theater. For his chief of staff he asked for Byers, who was promoted from colonel to brigadier general in October, 1942. Both men were members of the campus chapter of Phi Gamma Delta. Gen. Byers won the D.S.C. in combat on Buna in December, 1942, when a Japanese sniper's bullet smashed his trigger hand. Byers later received the Silver Cross also.

Rex McK. McDowell, a 1916 Dentistry graduate and a career officer in the Army, became a flag officer in the spring of 1945. He joined the Army, in November, 1916 as a 1st lieutenant in the Army Dental Corps. At the time of his promotion to

brigadier general he was deputy director of the dental division in the office of the Surgeon General in Washington.

Two top combat divisions commanded by Ohio State men won high praise for their achievements in the Pacific and on the Italian front, respectively, in 1944. One was the 37th Division, commanded by Gen. Beightler, the other was the 36th Division, under Gen. Walker.

Late in 1944 it became known that the 37th was engaged in the heavy fighting that followed Gen. Douglas MacArthur's invasion of the Philippines. Earlier the division was in the Bougainville fighting. Maj. Gen. O. W. Griswold, of the 14th Army Corps, declared that "The 37th Division need take a back seat to no other division in the United States Army." By November, 1944 it had been overseas for twenty-nine months.

Mystery first surrounded the whereabouts of the 37th in which many Ohio State men served. It finally left from Indiantown Gap, Pa., en route through the Panama Canal to the South Pacific. It was in that theater that it distinguished itself, first at Munda and later in the heavy fighting in Manila.

The November, 1943 *Monthly* led off its "Victory Mailbag" page with a letter from Gen. Beightler, its commander. One paragraph of it follows:

By now you will have heard news of our recent action. It was rough going, but rain, jungle, mud and Japs were no match for our forces. The division performed magnificently. I lapse dangerously close to deep purple when I begin to describe what I think of our men. They have more than justified the high confidence we have all had in them.

An earlier account, from another source, reported Gen. Beightler's headquarters as only 300 yards from the front lines. For his part in the Munda action on the New Georgia Islands, Gen. Beightler received the Distinguished Service Medal. The citation read: "Under his inspiring leadership . . . the objective was taken in a minimum of time. Gen. Beightler's repeated

presence with the forward elements of his division during combat was largely responsible for the high morale of his command."

Earlier that year the 36th had been in the heavy fighting from the landing at Salerno all the way up the Italian "boot" to Rome. In the fall of 1944 Gen. Walker was brought home to take command of the infantry school at Ft. Benning, Columbus, Ga. Two of his sons, Lt. Col. Fred J., and 1st Lt. Charles were also with the 36th Division.

And so the Ohio State University emerged from World War II unharmed but not unchanged. In that struggle it played its part on the home front, in training areas and in battle. It gave freely and promptly of its resources, its facilities and, especially, of its manpower. Its way of life, like that of the country and indeed of the world, was disrupted and would never again be the same.

Long before V-J Day, however, it was planning actively for a future whose outlines it could see only dimly at best. But its planners—administration and faculty—were sure of two things: that the future would be vastly different and on a scale beyond the wildest predictions of the pre-war years. So it proved.

Eleven years were left to the Bevis administration. In the little more than a decade that remained to it vast changes occurred on and to the campus. Enrollment reached peaks undreamed of in the pre-war days. Even this proved only the beginning. The physical plant, thanks to larger but still inadequate state appropriations, mushroomed in a number of major directions, but especially in the Health Center and in Agriculture, Engineering and Law, and the sciences. Some relief was afforded in the areas of Arts and Sciences, fine arts, and music. Before Dr. Bevis stepped aside in the summer of 1956, the St. John Arena, the French Field House, the Mershon Auditorium, and

the new Ohio Union were realities, giving badly needed relief where pre-war facilities had really pinched.

But while bricks, stones and steel gave outward and visible signs of progress, the major emphasis was upon improving the quality in all three major dimensions of the University's activities: teaching, research and public service. Curricula were updated and strengthened to meet the needs of the new day. More and more effort was given to upgrading the quality of the faculty. The momentum gained by wartime research continued to grow as did the University's outreach to the state through a mounting list of major activities. Before long, the University literally took itself to the state with the opening of branch centers. There seemed to be no limit to the new day that was dawning by mid-1945.

HOMECOMING

by Milton Caniff in Memorial Edition *Ohio State University Monthly*,
March, 1964

At each remembered name on this long listing of our dead,
I pause and try to reconstruct a mental picture of the being that
I knew.

Reverie often fails and must be jogged by pictures in long untouched
Makios.

Fresh faces, scrubbed to Spring Dance shine before the endless gray
backdrop;

Clothing of another era, reflecting the eager fad that gave each
fraternity porch

A look of carboned sameness as the girls strolled in review on
fresh green Sunday afternoons.

How then can names upon a somber listing tell of death when
clocks of memory have already stopped?

The stern-faced captain of Marines who fell that bitter day on
Tinian

Is not the dark young giant once I knew; it's just a slight coincidence
in names.

My friend was gay, soft-hearted, hated to paddle freshmen not his
size;

Thinking the scarlet sweater and the 'O' enough to speak his
strength before all men.

He shall be always as I knew him then; bright flash of color across
a rival's goal.

Long legs stretched before the Chapter hearth; unwilling burner of
the student lamp.

So, on those bright autumn Saturdays, when cars are mercifully
stopped at campus gates,

I will take my place in that friendly web of people moving ever
west across the Oval.

Unknown to me, for the most part, their colors join mine in the
common plea for Ohio to do well today.

Among those thousands he must surely be, that one with whom
I laughed goodbye so many Junes ago.

I'll not see him face to face; his seat is doubtless on the Olentangy
side.

I will have to wait until the game is done.

(s) MILTON CANIFF

APPENDIX A

The list that follows, comprising the University's Honor Roll for World War II, was compiled mainly from the voluminous files of the Alumni Records division. These were supplemented in some instances by information from the Military Personnel Records Center, St. Louis, Mo., and other sources.

Even as late as October, 1966, some information, especially as to the exact rank or rating of individuals, was still unobtainable in many cases. In a few instances, somewhat arbitrary decisions had to be made as to service designations. This was usually because specific information was lacking or was contradictory. In reaching a decision in all such cases, ranking military officers on the campus were consulted.

SUMMARY TABULATION

<i>Service</i>	<i>Officers</i>	<i>Other</i>	<i>Totals</i>
Army	136	143	279
Army Air Corps	247	51	298
(A.A.C.)			
Navy	64	19	83
Coast Guard	1	0	1
Marine Corps	18	10	28
(U.S.M.C.)			
Merchant Marine	2	0	2
Royal Air Force	3	1	4
(R.A.F.)			
Royal Canadian Air Force	3	0	3
(R.C.A.F.)			
American Red Cross	1	0	1
(A.R.C.)			
	475	224	699
Totals			

HONOR ROLL, WORLD WAR II

*Name Class Service Awards**

Abrahams, Lt. Sardou W., Com. w'41, AAC
 Ackerman, Pvt. William W., Engr. '43, Army
 Alexander, Sgt. Robert H., Agr. w'41, Army
 Alford, Lt. Charles E., Com. w'42, AAC
 Allen, Lt. Robert N., Arts, w'43, AAC
 Anderson, S/Sgt. Jack G., Engr. w'46, AAC
 Armbruster, Ens. George M., Jr., Engr., w'45, Navy
 Armstrong, Lt. Clarence A., Edu. w'45, Army
 Arnold, Lt. Eber J., Engr. w'44, AAC, Air Medal, clusters
 Arnold, 1st. Lt. Maurice V., Edu. w'40, AAC
 Atkinson, Lt. John W., Jr., Com. w'36, Army
 Axelband, Cpl. Sol B., Com. w'45, Army

Bachrach, Lt. Alvin M., Engr. w'41, Army
 Baker, S/Sgt. Lieu E., Agr. w'46, USMC
 Baker, Ens. Robert D., Agr. w'44, Navy
 Baker, Ens. Walter B., Med. w'44, Navy
 Barber, Lt. Allan M., Agr. w'44, USMC
 Barnaby, 2d Lt. Albert J., Agr. w'43, Army, Silver Star
 Barnes, P/O Carl J., Jr., Arts w'44, Navy
 Barnes, Lt. James E., Jr., Com. w'38, Army
 Barney, Sgt. Dwight M., Edu. '32, USMC
 Barrows, Maj. Arthur B., Arts '36, USMC
 Barry, 2d Lt. Harry L., Engr. w'44, AAC
 Barry, Lt. Thomas R., Com. w'40, Army
 Bartholomay, Pfc. Albert J., Arts '43, Army
 Bartz, Capt. Walter F., Vet. Med. w'42, Army
 Baster, Capt. Robert R., Arts '42, AAC
 Baumgartner, Ens. Robert W., Vet. Med. w'42, Navy
 Beatty, 1st. Lt. John B., Jr., Agr. w'40, Army
 Bedford, 2d. Lt. Corlys A., Com. w'43, AAC
 Behm, Sgt. Howard A., Com. w'45, AAC, DFC, Air Medal, 2 clusters
 Belch, Lt. George I., Engr. w'44, AAC
 Bennett, Pfc. Robert M., Com. w'44, Army
 Bergin, 2d. Lt. William P., Engr. w'44, AAC, Purple Heart
 Bickoff, Pvt. Donald., Agr. w'42, Army
 Bicksler, Lt. Edwin H., Arts w'42, RAF

* Awards designations: Distinguished Flying Cross, DFC; Distinguished Service Cross, DSC.

Billman, T/5 Edward, Com. w'41, Army
Billups, Capt. Harold, Arts w'43, AAC
Billups, 2d. Lt. Ralph E., Agr. w'41, AAC
Binne, Sgt. Howard W., Com. w'44, AAC
Bird, Lt. Charles D., Com. '39, AAC
Birnbaum, Cpl. Milton, Edu. w'41, Army
Black, Sgt. Richard W., Arts w'44, AAC, Air Medal
Blackburn, F1/C John T., Com. w'42, Navy
Blackmore, Maj. Ernest L., Engr. w'40, AAC
Blair, Lt. Robert M., Com. '34, AAC
Blickle, Lt. John E., Grad. w'42, Navy
Bloch, Pfc. Jason P., Com. w'45, Army
Boettcher, QM3/C Franklin E., Engr. w'45, Navy
Bohlender, Capt. John E., Arts '31, Army
Bohman, Lt. William J., Jr., Agr. w'40, AAC
Bondy, Capt. Russell F., Arts '40, Army
Boone, Capt. John T., Arts w'44, AAC, Silver Star, DFC, Air Medal, clusters
Booth, Lt. (j.g.) William S., Jr., Engr. '43, Navy
Borror, S/Sgt. J. Curtis, Jr., Com. w'42, AAC
Bowman, Lt. Leroy C., Engr. w'40, AAC
Bradfield, Lt. George E., Com. w'44, AAC
Bramblett, Pvt. Paul D., Engr. w'46, Army
Breon, Sgt. Eugene E., Agr. w'40, AAC
Bringardner, Sgt. Edwin W., Jr., Com. w'46, AAC
Brock, Capt. Royal J., Arts '38, AAC, DFC, Air Medal, 7 clusters
Brodie, Midsn. Marvin W., Jr., Engr. w'44, Merchant Marine (USNR)
Brooks, Lt. Sidney P., Com. '42, AAC, Air Medal, oak leaf cluster
Brower, 2d. Lt. Robert F., Arts w'40, AAC
Brown, 2d. Lt. Carl E., Agr. w'44, AAC
Brown, Lt. Col. Robert S., Agr. '23, Army, Legion of Merit
Brownell, Lt. Frederick M., Jr., Com. w'42, AAC, DFC
Brownfield, Lt. Robert W., Com. w'41, Navy
Buchman, Lt. DeForrest L., Arts w'41, AAC
Buckler, Lt. H. Jack, Com. w'44, AAC
Bunce, Lt. Gerard J., Engr. w'40, Army, Silver Star, Purple Heart
Bundy, 2d. Lt. Willis C., Agr. '42, AAC, DFC, Air Medal
Buntz, Lt. Robert O., Edu. '38, AAC
Burholt, Capt. Arthur V., Edu. w'30, Army, Silver Star
Burrows, Ens. Ward H., Com. w'43, Navy
Butenas, Cpl. Leonard, Engr. w'44, AAC

Butler, Lt. Don J., Com. w'43, RCAF
Butterfield, Lt. (j.g.) David, Assoc., Navy
Byerly, Capt. Leland A., Arts, Com. '39, Army
Byers, SK1/C Robert L., Com. w'39, Navy

Calavan, 2d. Lt. Harry M., Com. '41, Army
Caravona, Capt. Dominic P., Arts '34, Army
Carlson, Capt. Harold L., Arts w'44, AAC
Carnes, Capt. John N., Phar. '35, Med. '40, USMC
Carver, 1st. Lt. Richard G., Engr. w'45, AAC, Air Medal, 2 clusters
Cary, Cpl. Martin P., Law '36, Army
Casto, Pvt. William E., Edu. w'42, Army
Catching, Ens. Richard M., Com. w'43, Navy
Chapman, M/Sgt. M. Philip, Jour. '32, Army
Chase, 2d. Lt. Leroy B., Arts '41, AAC
Chessin, Sgt. Louis L., Edu. '37, Army
Chovancak, Lt. Edward V., Engr. w'46, AAC
Cimperman, Sgt. Frank M., Engr. w'37, Army
Clark, Lt. Max D., Com. w'41, AAC
Cleary, 1st. Lt. Thomas J., Com. w'45, Army, Purple Heart
Cleary, T/5 William L., Phar. w'45, Army
Clippinger, Pvt. Robert F., Arts w'44, Army
Cochran, P/O Donald I., Com. w'42, Navy
Coe, Lt. Frederick H., Agr. '39, AAC, Air Medal, cluster
Coe, Pvt. Robert T., Arts w'44, Army
Cohan, Lt. Frank D., Opt. w'44, Army
Cohen, Pvt. Sheldon E., Com. w'46, Army, Purple Heart
Constable, 1st. Lt. John S., Engr. w'45, AAC, Air Medal, cluster, Purple Heart

Cook, Lt. Walter W., Engr. w'44, Army
Cooper, A/C James H., Com. w'45, Navy
Corbett, Lt. John E., Arts w'41, Army
Corkins, Ens. William G., Agr. '37, Navy
Correll, 2d. Lt. John B., Arts w'43, USMC
Coward, Lt. Huey R., Engr. w'45, AAC, Air Medal
Cowgill, 2d. Lt. Paul E., Jr., Engr. w'39, Army
Craft, Capt. Floyd F., Phar. w'43, Army
Craig, Capt. Howard E., Edu. '37, Army
Craig, 1st. Lt. William C., Med. '35, AAC
Crawford, Lt. Wayne L., Engr. '43, AAC
Creger, Pfc. Ralph N., Edu. '41, Army
Crick, Lt. George R., Opt. w'40, Army

Crossen, Lt. Col. Morris C., Com. '39, AAC, DFC, Air Medal, 8 clusters
 Crowl, Lt. Gordon S., Arts '35, MSc. '37, Army
 Curfman, Lt. Robert W., Arts w'46, Army, Combat Infantryman's Badge,
 4 battle stars
 Curl, Lt. Col. James G., Jr., Com. '40, AAC, DSC, DFC, Silver Star, Air
 Medal-clusters, Purple Heart, DSO
 Dailey, Lt. Malcolm C., Agr. w'43, AAC
 Daily, Lt. Charles E., Arts w'41, AAC
 Danison, Lt. Homer R., Jr., Com. w'43, AAC
 Danner, 2d. Lt. James W., Jour. '40, Army
 Davis, 2d. Lt. Jack K., Edu. w'44, AAC
 Davis, Lt. Karl, Jr., Com. w'42, USMC, Bronze Star
 Davis, Lt. Ralph D., Edu. w'43, AAC
 Davis, Pvt. R. Woodford, Edu. '37, Army
 Davis, Lt. William B., Arts w'42, Army
 Davis, Lt. William E., Com. w'42, Navy
 Day, 2d. Lt. Eric J., Arts w'42, AAC, Purple Heart
 Dehmer, Lt. Charles S., Com. w'39, AAC
 Delladonna, Lt. John V., Arts '41, Navy, Submarine Combat Insignia, 3
 gold stars
 Dennis, Lt. James W., Com. '37, AAC
 DeSelm, 2d. Lt. Richard R., Edu. '40, Army
 Detwiler, Pvt. Theodore A., Com. w'46, Army
 Dey, Lt. William R., Engr. '38, Army, Bronze Star
 Dickerson, Lt. Earl, Edu. w'44, Army
 Diehn, Cpl. Darrel A., Engr. w'44, Army
 Dittler, Lt. Donald C., Engr. w'40, AAC, DFC
 Doan, Sgt. Edward S., Com. w'45, Army
 Dobervich, 1st. Lt. Sam, Arts, Su. '42, USMC, Bronze Star
 Docton, 1st. Lt. Maurice L., Phar. '41, Army
 Domino, Pfc. Joseph, Phar. w'42, Army
 Donald, T/4 Theodis F., Grad. w'40, Army
 Donovan, Pfc. John D., Engr. w'46, Army
 Downey, Pfc. John H., Arts w'47, Army
 Drewes, Lt. Luther H., Arts '38, Army
 Duber, Cpl. Louis L., Arts '35, Army
 Dunbar, Pvt. William J., Engr. w'46, Army
 Dunn, Capt. Robert M., Arts w'42, AAC, Purple Heart
 Dupola, Lt. Robert C., Com. w'40, AAC
 Durant, Sgt. William H., Engr. w'45, AAC
 Durisko, 2d. Lt. John A., Arts '43, AAC

Duvall, A/C George M., Com. w'42, AAC
Dyar, Capt. Roger B., Engr. w'43, AAC, Air Medal
Ebright, Pvt. Mortimer W., Engr. '38, AAC
Eckert, 2d. Lt. Ernest M., Edu. w'42, AAC
Egbert, Lt. Robert E., Arts w'45, Army
Eging, F/O Henry B., Jr., Engr. w'46, AAC
Eldridge, 2d. Lt. Willis J., Com. w'43, Army
Elliott, Pfc. Howard A., Arts w'47, Army
Ellis, S/Sgt. Glenn R., Edu. w'46, AAC
Ellis, Lt. John T., Edu. w'39, AAC
Emerson, Lt. William L., Agr. w'41, Army
Emick, 2d. Lt. Richard M., Edu. w'42, AAC
Emrich, 1st. Lt. Herbert B., Com. w'41, AAC, Air Medal, cluster
English, Capt. Leo K., Com. w'44, AAC
Epstein, Pfc. Victor H., Engr. w'46, Army
Evans, Lt. (j.g.) William A., Engr. '40, Navy
Everett, 2d. Lt., John R., Arts w'42, AAC
Eversole, Ens. James H., Arts w'39, Navy
Ewing, Pfc. Robert E., Arts '34, Edu. '36, Army
Fann, Sgt. Harlan C., Com. w'46, Army
Farver, Lt. Lester E., Com. '41, AAC, Bronze Star, DFC, Air Medal
Fay, Lt. Perry S., Jr., Engr. w'40, Army
Feldman, S/Sgt. Leroy S., Engr. w'41, Army, Purple Heart
Fender, Maj. Wilbur G., Arts '27, Army
Fenker, 1st Lt. William J., Arts w'45, AAC, Air Medal
Ferenc, Pvt. Alexander J., Engr. w'45, Army
Ferron, Lt. Donald J., Arts w'46, AAC
Feucht, 2d. Lt. Charles F., Agr. w'41, AAC, Air Medal, oak leaf
Fiecoat, Lt. Howard F., Agr. w'43, AAC, Air Medal, clusters
Filko, Cpl. George G., Jr., Agr. w'46, USMC
Fischer, 2d. Lt. David J., Engr. w'44, ACC
Fisher, Lt. (j.g.) Harold E., Engr. w'42, Navy
Fissel, Maj. Glenn E., Edu. '37, USMC
Fleck, Cpl. Jack, Com. w'45, AAC
Fleet, Lt. Col. Burton R., Agr. w'40, AAC
Flowers, Capt. James A., Com. '41, Army, Bronze Star, French medal
Fluhrer, Lt. J. Michael, Com. w'42, AAC
Forrest, Lt. Robert E., Com. w'43, AAC
Fox, Pfc. Gien L., Arts w'45, Army
Fox, S/Sgt. John W., Opt. w'45, AAC

Fox, Col. William L., Med. '17, Army
Frank, Pfc. Louis, Com. w'46, USMC
Franz, Capt. Albert J., Engr. '35, MSc '36, Army
Frazier, Sgt. Billy, Engr. w'47, Army, Purple Heart
Free, Capt. Gordon B., Engr. '34, Army
Frey, 1st. Lt. Francis H., Agr. w'40, AAC
Fritz, 2d. Lt. David C., Arts w'39, AAC, Air Medal, cluster
Frost, A/C Robert E., Engr. w'45, AAC
Fry, Pvt. John O., Jr., Edu. w'46, Army
Fry, Capt. Richard E., Com. w'44, AAC, Air Medal, clusters
Funk, Lt. John W., Jr., Com. w'37, AAC
Furman, 1st. Lt. Irvin B., Phar. w'44, AAC

Gahn, Lt. Richard R., Arts '41, Army
Gaier, S/Sgt. Edward F., Engr. w'42, AAC
Garwick, Ens. Earl E., Engr. w'45, Navy
Gaspard, Pfc. Donald R., Engr. w'45, Army
Gaston, Lt. James W., Engr. '38, AAC, Air Medal, Purple Heart, Good
Conduct Medal
Gatewood, 2d. Lt. James M., Agr. w'42, AAC
Geary, Lt. William, Arts w'42, AAC
Geiger, Pfc. Byron W., Agr. '41, Army
Geissman, 1st. Lt. Milton B., Edu. '30, AAC
Gelsleichter, 1st. Lt. Edward C., Com. w'45, AAC, DFC, Air Medal,
clusters
Georgoulis, Pfc. Christopher G., Com. w'45, Army
German, 2d. Lt. Darrell E., Agr. w'44, AAC
Gifford, Lt. Howard E., Edu. w'44, USMC
Gillespie, Capt. John B. III, Com. w'39, USMC
Gipple, Lt. Donald R., Engr. w'39, AAC
Gluntz, Lt. Daniel C., Opt. w'39, AAC
Goldston, Lt. Marvin E., Agr. '42, Army, Purple Heart
Gooding, Pvt. George H., Edu. w'42, AAC
Goodrich, Lt. Cdr. Stanley W., Arts '29, Navy
Gould, Maj. Campbell H., Com. w'38, AAC
Graves, T/Sgt. Bruce L., Engr. w'47, AAC, Air Medal, clusters, Purple
Heart
Green, Sgt. Paul B., MA '30, Army
Greene, Lt. Jack C., Agr. w'44, AAC
Greene, F/O Richard L., Arts w'46, AAC
Greenfield, Pvt. Eugene C., Com. w'41, Army
Greenhouse, Lt. Wallace, Com. w'45, AAC

Griffin, Lt. John J., Jr., Phar. w'44, AAC
Griffiths, Pfc. Charles W., Com. '31, Army
Griffiths, T/Sgt. Warren D., Com. w'43, Army
Grover, Ens. Albert E., Jr., Engr. w'41, Navy
Groves, Cpl. Floyd L., Grad. w'29, Army
Grunwald, Ens. Albert P., Com. w'44, Navy
Guzik, Capt. John, Arts w'43, AAC, Air Medal
Gwyer, Maj. Gwilym T., Com. w'23, Army

Hager, Lt. Richard W., Arts w'43, USMC
Haines, Capt. Robert H., Com. '25, Army
Hall, Capt. Robert S., Engr. '38, Army
Halloran, Ens. William I., Jour. '38, Navy
Hammill, Capt. Gordon H., Med. '28, AAC
Hanley, Lt. William J., Jr., Engr. '43, Army
Hansen, Pfc. A. Dane, Arts w'46, Army
Harmount, Lt. Harry T., Com. w'38, Army
Harper, Lt. Col. Ralph S., Arts w'32, Army
Harper, Sgt. Ted O., Arts w'43, Army, Combat Infantryman's Badge
Harris, 2d. Lt. David F., Arts w'45, AAC
Harris, Lt. Jack R., Com. w'43, AAC
Harrold, Sgt. Joseph J., Com. w'44, Army
Hart, Lt. David L., Arts w'43, Army, Silver Star
Hartman, Capt. Leo H., Vet. Med. '31, Army
Harwood, Lt. John H., Com. w'43, AAC
Haskell, Lt. Everett E., Jr., Agr. w'41, AAC, Air Medal, oak leaf cluster,
Purple Heart
Haverfield, Ens. James W., Arts '39, Navy
Hayes, Cpl. Fred G., Jr., Agr. w'44, Army
Headings, S/Sgt. Boyd W., Agr. '41, AAC
Heartwell, Maj. Robert H., Com. w'37, AAC
Hedges, Lt. Richard A., Agr. '42, AAC
Heffron, CSK Samuel R., Arts '37, Navy
Held, Pfc. Ralph P., Phar. w'43, Army
Hennick, GM3/C Harold R., Engr. w'40, Navy
Hermann, Lt. Richard J., Agr. w'46, AAC, Air Medal, 3 clusters, Purple
Heart
Hess, SK2/C Donald J., Com. w'42, Navy, Purple Heart, honor citation
Hess, Pfc. John T., Arts w'44, Army
Heston, Pfc. Raymond L., Jr., Arts w'46, Army
Heusch, Lt. (j.g.) Justus G., Engr. w'42, Navy
Higgins, 2d. Lt. William D., Engr. w'37, Army

Hilbinger, Lt. Conrad J., Engr. w'41, AAC, Purple Heart, Air Medal
Hiles, Lt. Jack E., Engr. w'43, AAC
Hillman, Av. Cad. Richard E., Engr. w'42, Navy
Hines, Lt. William E., Jr., Engr. '40, AAC, DFC, Air Medal, 8 clusters
Hobson, Ens. William F., Edu. w'42, Navy
Hodges, Ens. Daniel P., Arts '42, Navy
Hodges, Lt. Ralph E., Jr., Arts w'40, Army
Hodson, 1st. Lt. Kenneth F., Arts w'42, AAC
Hoff, S/Sgt. Henry, Arts w'37, AAC, Purple Heart, Air Medal, 4 clusters
Hoffman, Lt. John B., Com. w'40, AAC
Hoiles, Pvt. Richard C., Jour. w'45, Army
Holderman, F/O Earl T., Com. '43, AAC
Horney, Pfc. Raymond E., Jr., Engr. w'47, Army
Horst, Sgt. William E., Engr. w'47, AAC, Air Medal, Purple Heart
Hottois, A/C Allan W., Engr. w'42, AAC
Houck, Lt. Edwin R., Com. '38, AAC
Houck, Lt. Ernest C., Engr. '38, Navy
Howell, 2d. Lt. John F., Engr. '39, AAC
Howitz, Lt. Morris, w'42, AAC
Hubbard, Lt. Robert M., Com. w'42, Army
Humbert, A/C Robert D., Com. w'44, AAC
Hunter, Ens. James R., Agr. w'44, Navy
Huston, Ens. Walter D., Engr. w'46, Navy

Ilger, S/Sgt. Charles P., Edu. '33, Army
Ingram, Lt. J. W., Agr. '41, AAC
Irvine, Ens. Clyde E., Jr., Com. w'44, Navy
Irwin, Col. John W., Arts w'16, Army
Ivanoff, F/O Jordan B., Engr. w'41, AAC, Purple Heart

Jackson, Pfc. Robert L., Arts w'46, Army
Jacobs, Cpl. Milton, Arts w'47, AAC
James, 1st. Lt. Clifford L., MSc. '42, USMC, Air Medal, Purple Heart
Janes, S/Sgt. Carl W., Agr. w'44, AAC
Janson, Ens. Robert E., Arts w'44, Navy
Jay, Lt. Herbert M., Com. '40, Navy
Jefferis, Lt. Edward F. II, Com. '41, AAC
Jenkins, Lt. William W., Com. w'40, Army
Jennings, Lt. Harvey A., Edu. w'39, Army
Johnson, 2d. Lt. Clarke T., Engr. w'44, AAC
Johnson, 3/O Gladden N., Arts w'23, Merchant Marine (Army Trans. Svc.)

- Johnson, Lt. Robert T., Agr. '39, Navy, Navy Cross, Purple Heart
Johnston, Lt. Robert W., Edu. '43, AAC
Jones, Sgt. Jon M., Com. w'44, Army
Jones, Capt. Ralph R., Edu. '42, AAC, Air Medal, 3 clusters, DFC, Purple Heart
Jordan, Lt. Hilary, Com. w'41, AAC
Junkin, Lt. Eugene H., Jr., Agr. w'45, AAC
- Kallergis, Pfc. John N., Arts w'46, Army
Kaminski, Pfc. Stanley B., Com. w'45, Army
Kaplan, Pvt. Stuart A., Arts w'45, Army, Purple Heart
Karg, Lt. Rollin W., Agr. w'43, AAC
Karr, Cpl. George J., Engr. w'46, USMC, Purple Heart
Kasse, Pvt. Robert A., Com. w'42, Army
Katz, S/Sgt. Paul S., Arts '43, Army
Kauffman, 2d. Lt. Edward A., Agr. w'46, AAC
Kauffman, 2d. Lt. Harold F., Agr. '42, AAC
Kellar, 1st. Lt. Richard C., MSc '37, Army
Kelso, Cpl. Henry T., Com. w'37, Army
Kersting, Lt. Richard A., Arts w'42, Army, DSC, Purple Heart
Kestenbaum, Lt. Stuart D., Com. w'44, AAC
Kevern, Lt. Cdr. Edward J., Edu. w'29, Navy
Keys, Sgt. John W., Edu. '39, Army
Khourie, Lt. Charles E., Arts w'43, AAC
Kidwell, A/S Charles C., Opt. '32, Navy
Kielblock, S/Sgt. Albert L., Engr. w'46, AAC, Air Medal, 2 clusters
Purple Heart
Kilgore, Lt. (j.g.) Maurice H., Engr. '39, Navy
Kimmel, Lt. Charles J., Com. '40, USMC, Navy Cross
Kindig, 1st. Lt. Robert R., Agr. w'44, AAC, DFC, DSC, Air Medal
Kinnaird, Lt. Eugene W., Com. w'44, AAC
Kinnaird, T/4 Robert J., Engr. w'45, Army
Kinney, T/Sgt. James W., Agr. w'44, AAC
Klick, Pvt. Robert B., Engr. w'47, AAC
Knapp, Cpl. Fred W., Engr. w'41, Army
Knight, Lt. (j.g.) Howard H., Grad. w'42, CG
Knight, Lt. Robert S., Engr. w'46, AAC, Air Medal, Purple Heart
Knisley, Lt. Ora F., Agr. w'45, AAC
Kocher, 1/C PO Harry A., Com. w'31, Navy
Kody, Lt. Richard C., Engr. w'42, AAC
Kohn, Pfc. Charles E., Arts w'45, Army

Kohr, Maj. Roland M., Engr. '22, Army
Komaroy, Capt. Louis M., Edu. '38, Army, Combat Infantryman's Badge
Korshuk, 2d. Lt. Alex, Engr. w'46, AAC, Air Medal, clusters, Purple Heart
Kramer, Lt. Jack L., Engr. w'40, Army, Bronze Star, Purple Heart
Kuehner, Pvt. Willard E., Com. w'36, Army
Kulp, Capt. John A., Com. w'44, Army, DSC, Combat Infantryman's
man's Badge, Purple Heart
Kurtz, 2d. Lt. Stanley R., Jr., Engr. '46, AAC

Labash, Lt. Theodore R., Com. w'44, Army
Lakin, Lt. Sanford I., Com. w'31, Navy
Lambros, S/Sgt. Peter D., Arts w'45, AAC, Air Medal, 2 clusters, Purple
Heart
Lane, Maj. Robert A., Agr. '34, Army
LaPaze, T/Sgt. Robert P., Com. w'44, AAC, Air Medal, 8 clusters
Lawrence, Lt. Charles H., Grad. w'42, USMC, Bronze Star
Layton, 1st. Lt. Francis D., Edu. '39,, AAC, Air Medal, Purple Heart
Leahy, Cpl. Walter R., Engr. w'41, Army
Leatherman, Pfc. Edwin J., Phar. w'44, Army
Leeks, Cpl. Herbert H., Arts w'39, AAC
Leonard, Sgt. Edwin H., Arts w'45, AAC
Levin, Pvt. Frank, Engr. w'47, Army
Levy, Sgt. Lester B., Arts w'39, Army
Lewis, 2d. Lt. Clair E., Arts w'44, AAC
Lewis, 2d. Lt. Eugene A., Com. w'42, AAC
Libhaber, Sgt. Sanford A., Agr. w'40, Army
Lieb, Pvt. Robert R., Engr. w'43, Army
Lieberman, 2d. Lt. Earle M., Com. w'44, AAC
Lindeman, Cpl. William C., Agr. w'46, Army
Lindsey, Lt. Jean M., Com. w'42, USMC
Line, 1st. Lt. James W., Engr. w'46, AAC, Air Medal, clusters, Purple
Heart
Link, Sgt. L. Woodrow, Agr. w'38, AAC
Linker, Pfc. Oscar, Arts w'38, Army
Linn, Capt. John R., Engr. '40, AAC, Silver Star, Air Medal, cluster
Lisle, Sgt. John B., Com. w'38, RAF
Locke, Capt. Frank E., Arts w'40, Army
Logan, Lt. Elizabeth H., Nurs. w'34, Army Nurse Corps
Long, F/O William D., Agr. w'44, AAC
Loomis, Lt. John A., Jr., Arts w'39, AAC, Air Medal, clusters
Louzecky, 2d. Lt. John J., Agr. '41, AAC

Lovett, 2d. Lt. Joseph S., Jr., Arts w'41, AAC, Silver Star
Lowe, Cpl. Eugene L., Engr. w'40, AAC
Lowther, Lt. Col. Ralph L., Engr. w'38, Army
McAllister, Lt. Francis K., Engr. w'41, AAC
McElroy, Lt. Harry J., Jr., Com. w'44, AAC
McGlinchey, Pvt. Paul C., Com. w'41, Army
McKinley, Lt. Frederick T., Edu. '42, AAC, Air Medal, Purple Heart
McMillen, Lt. John T., Engr. w'43, AAC
McPheron, 2d. Lt. Emmett H., Edu. w'42, AAC
Mabe, 2d. Lt. Raymond D., Com. w'45, Army
MacCollum, Maj. Maxwell S., Com. w'28, Army, Soldier's Medal
MacDonald, Lt. Warren G., Edu. w'45, AAC
Mack, T/Sgt. James R., Com. w'41, AAC
Mackie, Pvt. Robert D., Arts w'46, Army
MacQuaide, A/C Walter F., Jr., Edu. w'45, AAC
Maddox, S/Sgt. Albert B., Twi. Schl. w'40, Army
Mallow, Lt. Robert E., Agr. '42, Army
Mandley, Pvt. Richard E., Engr. w'47, Army
Mann, 1st. Lt. Roy E., Agr. w'44, AAC, Air Medal, clusters, Purple Heart
Marquardt, Capt. Erwin G., Jr., Arts w'37, Army
Marsh, Pvt. Ned C., Agr. w'47, Army
Marsh, Lt. William A., Com. w'40, AAC
Marsico, Capt. John, Med. '30, Army
Marthey, 2d. Lt. Clarence L., Arts w'43, AAC
Martin, Pvt. Donald N., Agr. w'37, USMC
Martin, 2d. Lt. Richard W., Edu. '42, Army
Martin, Lt. Robert H., Com. w'41, Army
Marting, Ens. William R., Com. w'43, Navy
Maves, Sgt. John W., Engr. w'44, Army
Maxwell, Maj. Howard D., Arts '28, Med. '30, Army
May, Lt. Dan P., Agr. w'41, Army, Purple Heart
May, Ens. William C., Jour. '39, Navy
Mayhew, Pfc. Donald D., Arts w'46, Army
Mead, S/Sgt. Carl J., Com. w'40, AAC
Meeker, Capt. Robert F., Agr. w'44, Army, Air Medal, clusters
Mellion, Lt. Rogert J., Com. w'45, AAC
Mervyn, 1st. Lt. Richard C., Engr. w'44, AAC, Air Medal, 4 clusters, 7
battle stars
Mervyn, Lt. Robert D., Com. w'42, Army
Miesse, Lt. John F., Engr. w'44, AAC
Miller, Pfc. Bernard, Engr. w'46, Army

Miller, Lt. Charles L., Agr. w'46, AAC
Miller, A/C David H., Com. w'47, AAC
Miller, 2d. Lt. Donald L., Com. w'43, AAC
Miller, 2d. Lt. Harold W., Com. w'45, Army, Purple Heart
Miller, Pfc. Homer W., Jr., Arts w'46, Army
Miller, T/Sgt. Marion B., Engr. w'43, Army, Purple Heart, Bronze Star,
Combat Infantryman's Badge
Miller, Lt. William S., Engr. w'40, Army, 2 Bronze Stars
Mills, A/C Carl L., Com. w'46, AAC
Milner, M/Sgt. James O., Com. w'36, Army
Mitchell, Lt. Robert C., Jr., Arts w'43, Army
Molen, Lt. John E., Arts w'44, AAC
Moraine, Lt. Russell E., Com. w'42, Army, Bronze Star, Purple Heart
Moran, S/Sgt. Jack E., Com. w'44, Army
Morehead, Pvt. Emmett H., Com. w'41, Army
Morgan, Lt. Col. Mont F., MSc '22, PhD '35, Army
Morris, Lt. Robert H., Phar. '40, Army
Morrison, Capt. John A., Engr. w'39, RAF
Morrow, Lt. E. Richard, Jr., Arts w'43, AAC
Morten, Pvt. Joseph A., Jr., Arts w'45, Army
Moser, Lt. Herman L., Vet. Med. '36, Army
Moyer, Capt. Robert S., Engr. '37, Army
Muntean, Lt. Emery, Jr., Com. w'43, AAC
Murphy, Lt. Daniel J., Agr. w'40, Army
Murray, 2d. Lt. Donald C., Engr. w'44, Army
Musil, Lt. Anthony J., Engr. '43, AAC

Naddy, Sgt. Charles O., Engr. w'48, Army
Neal, Pfc. James T., Edu. w'46, Army
Neal, Lt. Lawrence L., Edu. w'43, USMC
Niday, S/Sgt. Merrill E., Arts w'46, Army
Niece, Capt. Norman L., Jr., Com. w'42, USMC, Silver Star, Purple Heart
Noling, 1st. Lt. Lemoine W., Agr. '43, Army
Norman, Lt. Amos A., Agr. w'40, AAC
Norris, Lt. Eugene T., Engr. '33, Navy
Nosker, Maj. William C., Agr. '42, AAC, DFC, Bronze Star, Air Medal,
3 clusters
Nunes, 1st. Lt. Joseph L., MSc '41, AAC

Oeffler, Lt. Kenneth, Arts w'41, Army
Ogden, Lt. Robert A., Com. '38, Navy, Air Medal
Okey, Lt. Robert E., Engr. w'42, AAC

- Orahood, S/Sgt. Dwight H., Edu. w'43, AAC
Orlowski, 2d. Lt. Howard J., Engr. '38, MSc '39, PhD '42, AAC
Orr, Pvt. James E., Arts w'46, Army, Silver Star, Purple Heart
Owen, 1st. Lt. Gerald G., Agr. '42, AAC
Owens, Pvt. Otto J., Engr. w'42, Army, Purple Heart, 3 clusters
- Painter, 1st. Lt. Jack B., Edu. w'42, AAC
Pappano, 1st. Lt. William A., Engr. w'43, AAC
Papurt, Maj. Maxwell J., Edu. '28, MA '29, PhD '31, Army
Paschal, 1st. Lt. John F., Jr., Arts w'39, AAC, Air Medal, clusters
Patton, PhM2/C Parke D., Phar. w'45, Navy
Pauko, 2d. Lt. Andrew, Jr., Com. '45, AAC
Paulus, Cpl. Donald, Com. w'40, Army
Peat, Lt. Frank W., Arts w'41, AAC
Perrine, Pfc. Robert W., Agr. w'46, Army
Peters, 1st. Lt. Robert O., Engr. w'45, AAC, DSC, DFC, Air Medal, 3 clusters
Peterson, Lt. Garrett E., Engr. w'46, AAC
Peterson, Lt. Leonard D., Arts w'37, Navy
Pettit, Sgt. Frank J., Jr., Com. w'46, Army
Pierce, Lt. Francis R., Arts '29, Edu. '31, Army
Pierce, T/5 Richard F., Edu. w'46, Army
Pierson, Ens. John J., Engr. w'42, Navy
Pierson, S2/C William H., Jr., Arts w'42, Navy
Pietsch, Capt. Horace E., Arts w'42, AAC
Pilliod, 2d. Lt. Leo J., Com. w'44, USMC
Piper, 1st. Lt. Arthur J., Com. '39, AAC, DFC, cluster, Air Medal, 8 clusters
Porter, Capt. John L. III, Com. w'40, AAC
Poscavage, Lt. Edmund W., Com. '41, AAC
Postle, Lt. John W., Arts w'45, AAC, Air Medal, clusters
Potts, Lt. Richard F., Arts w'43, AAC
Price, Lt. Raymond W., Com. w'42, AAC
Pugh, Lt. George L., Com. '42, Army, Purple Heart
Pyle, Lt. Benjamin C., Com. w'42, Army, Purple Heart
- Quinn, T/Sgt. John O., Com. w'45, Army
- Ramsey, 1st. Lt. Herman G., Com. '40, Army
Randall, 2d. Lt. James S., Engr. w'44, AAC
Raney, Lt. Alice R., Edu. '39, Army Nurse Corps
Rank, Lt. John W., Agr. '42, AAC

Ranker, Lt. Charles E., Arts w'42, AAC
Redinger, Capt. James F., Law '39, Army
Reed, Ens. John M., Jr., Agr. '41, Navy
Reed, Pvt. Perce S., Jr., Engr. w'46, Army
Reel, S2/C Richard M., Engr. w'45, Navy
Regenstreich, S/Sgt. Theodore, Com. '34, Army
Regula, Lt. Richard E. A., Edu. w'42, AAC
Rehker, Pfc. Donald W., Arts w'46, Army
Reidenbach, Lt. Gerald C., Engr. w'45, AAC
Reinicker, 2d. Lt. Donald A., Com. w'42, Army
Renfrew, Lt. Rodney A., Agr. w'44, Army
Reynolds, Lt. Richard W., Engr. w'40, AAC
Reynolds, Capt. Robert B., Com. w'41, AAC
Rhind, Sgt. Scott A., Arts w'45, Army
Ricci, Ens. Joseph A., Com. w'45, Navy, Purple Heart
Richards, Lt. Coleman C., Arts w'42, Army
Richardson, Ens. James P., Com. w'40, Navy
Rickels, Lt. James W., Arts w'44, AAC, Air Medal
Rieger, Ens. Robert E., Arts w'45, Navy
Ritchie, Sgt. John E., Edu. '43, AAC
Robinson, Capt. Alexander, Jr., Agr. w'42, AAC
Robinson, Lt. Col. James S., Engr. w'15, Army
Robinson, M/Sgt. Sidney P., Arts w'44, Army
Rogers, Pvt. Warren, Jr., Arts '44, Army
Roland, Ens. Virgil D., Arts '42, Navy
Rosenblum, 1st. Lt. Leonard S., Com. w'42, Army, Purple Heart
Rosenson, 1st. Lt. Bernard J., Jour. '41, AAC
Roush, Pfc. Cleona D., Agr. w'42, Army
Roush, Sgt. Jack E., Engr. w'46, AAC, Air Medal, clusters
Rubins, Pfc. Zale R., Agr. w'45, Army
Rubinstein, Pvt. Stanley, Arts w'46, Army
Ruzzo, 1st. Lt. Walter L., Arts w'44, AAC

Sandberg, Lt. (j.g.) Loraine A., Agr. w'35, Navy
Sanders, 2d. Lt. Russell L., Opt. w'37, AAC
Sanderson, Pfc. Herbert G., Com. w'45, Army, Silver Star
Sargent, 2d. Lt. Mac J., Edu. w'42, AAC
Satullo, Pvt. Joseph A., Arts w'46, Army
Sauerbrei, Lt. Jess W., Edu. w'39, Army
Schake, Ens. Paul W., Engr. w'45, Navy
Schmidt, Sgt. John L., Arts w'41, Army

- Schmitt, Lt. Max F., Com. '39, Law '41, Navy
Schnabel, Cpl. Donald B., Engr. w'44, AAC
Schneiderman, F/O Norman W., Arts w'46, AAC, Air Medal, Purple Heart
Schoenbaum, S/Sgt. Raymond D., Arts w'37, Army
Schreiber, F/O Morton S., Arts w'46, AAC
Schuster, Pfc. Kenneth O., Engr. w'46, USMC, Bronze Star
Scott, Capt. Don F., Edu. w'41, AAC
Scott, Lt. Duncan R., Agr. '42, USMC, Silver Star
Scott, MM1/C Robert R., Arts w'41, Navy, Medal of Honor
See, F1/C Donald N., Edu. w'46, Navy, Sub. Combat Insignia, 3 stars
Seeds, Lt. George L., Engr. w'46, Army
Seeds, T/Sgt. Robert C., Agr. '38, Army
Seegar, Pvt. Harold D., Engr. w'44, Army
Shade, Lt. Col. William L., Com. '38, Army, Silver Star, Bronze Star
Shaffer, AMM2/C Henry R., Jr., Arts w'43, Navy
Shank, Pfc. Robert B., Engr. w'45, Army
Shapiro, Pvt. Joseph, Edu. w'44, Army
Sharples, Sgt. Robert P., Agr. w'44, AAC
Sharples, 2d. Lt. Russell M., Agr. '41, AAC, Air Medal, clusters, Purple Heart
Shaw, Lt. Spencer L., Engr. w'46, AAC
Shearer, Capt. Karl K., Arts w'43, AAC, DFC, Air Medal, clusters
Sheets, 2d. Lt. James H., Engr. w'44, AAC
Sherman, Capt. Thomas A., Engr. w'41, RAF
Shield, 2d. Lt. Vance I., Jr., Agr. w'43, Army, Silver Star, Purple Heart
Sickafoose, S/Sgt. Melvin A., Edu. '32, Army
Silsby, Capt. Charles W., Engr. w'39, AAC, DFC, Air Medal, 3 clusters
Simon, Lt. Arthur A., Com. '42, Army
Skillman, Cpl. Robert C., Engr. w'45, USMC
Slanker, 1st. Lt. Eldon L., Agr. w'44, AAC, Air Medal
Slaton, Pfc. Harold A., Arts w'45, Army
Slusser, 2d. Lt. George C., Edu. w'45, AAC, Purple Heart
Smalley, Sgt. Carvil H., Arts w'43, USMC
Smith, Lt. Donald M., Agr. w'38, AAC
Smith, Lt. John C., Arts w'43, AAC, DFC, cluster
Smith, 1st. Lt. Joseph R., Agr. w'41, AAC, DFC, Air Medal, 3 oak leaf clusters
Smith, Pfc. Kenneth R., Agr. w'35, AAC
Smith, Lt. Ned E., Edu. w'44, AAC, Purple Heart
Smith, Ens. Ralph E., Engr. w'43, Navy

Smith, Lt. Col. Robert E., Engr. '40, AAC, DSM, DFC, Air Medal
 Snow, Lt. Richard O., Agr. w'43, AAC
 Solomon, 2d. Lt. Harry, Com. w'43, AAC
 Sommers, Pfc. Frank A., Engr. w'46, Army
 Soomsky, Lt. Sanford, Arts w'43, RCAF
 Sorenson, Capt. Robert S., Arts w'24, Army
 Sosnoski, Lt. (j.g.) Chester P., Com. w'40, Navy
 Southworth, Maj. Billy B., Com. w'41, AAC
 Speiser, Ens. Walter C., Com. '35, Navy, Purple Heart
 Spellicy, S/Sgt. Richard N., Com. w'44, Army
 Spencer, Lt. Cleneth D., Arts w'38, Army
 Spreng, Lt. Robert P., Com. w'35, Army
 Spruiell, Lt. Melvin M., PhD '39, Army
 Stalter, Lt. (j.g.) Herman G., Law '39, Navy
 Steele, Lt. Wayne M., Phar. '41, AAC
 Steffens, T/5 John G., Arts w'44, Army
 Stein, 1st. Lt. Irving M., Vet. Med. '42, AAC, DFC, Air Medal, 2 clusters
 Stephenson, 2d. Lt. Herman W., Arts w'41, AAC
 Stephenson, Lt. Mac B., Engr. '39, AAC
 Sterling, F/O Vincent E., Com. '41, AAC
 Stern, Lt. Arthur, Arts w'45, AAC
 Stevenson, Capt. Charles W., Arts w'43, AAC
 Stoneburner, Pfc. Earl R., Arts w'45, Army
 Stoneburner, Lt. William N., Engr. w'43, AAC
 Stowe, S/Sgt. Harold F., Agr. w'45, USMC, Purple Heart
 Struble, Pfc. John E., Agr. w'44, Army
 Suchiu, Lt. John, Com. '41, AAC
 Swigert, 1st. Lt. Robert R., Edu. '40, AAC

 Taber, Lt. Gerald R., Com. '41, Army
 Tarini, S/Sgt. John P., Engr. w'41, AAC, Air Medal
 Teller, 1st. Lt. Donald S., Law '43, AAC, Combat Infantryman's Badge,
 Bronze Star, Purple Heart
 Temper, 1st Lt. Ernest L., Edu. w'42, Army, Combat Infantryman's Badge,
 Bronze Star, Purple Heart
 Tempkin, Gertrude, Com. '28, American Red Cross
 Templeton, 2d. Lt. Thomas E., Engr. w'41, AAC
 TePas, Lt. (j.g.) Paul E., Com. w'38, Navy, DFC, gold star, Purple Heart,
 Air Medal, clusters
 Testament, Cpl. Myron V., Arts w'41, Army
 Thieman, Pvt. William, Engr. w'46, Army

Thomas, T/Sgt. James A., Vet. Med., w'30, Army, Silver Star, Bronze Star, Purple Heart

Thornton, Lt. Cdr. Maurice J., Arts w'40, Navy

Tisonyai, Lt. Eugene T., Com. '40, AAC

Toland, Pvt. Frank L., Com. w'47, Army

Topson, Lt. Maurice K., Com. '34, Law '37, Army

Toupin, S/Sgt. William A., Phar. w'43, AAC

Townsend, Pfc. William E., Com. '41, AAC

Tracht, Pfc. Joseph H., Arts w'43, Army

Trebisky, Pfc. Elmer J., Arts w'42, Army

Troendly, Pvt. Donald P., Agr. '39, Army

Troyan, Ens. William E., Engr. w'45, Navy

Turk, Maj. Herman M., Arts '28, Med. '29, AAC

Uhl, S/Sgt. Robert B., Arts w'38, AAC, Purple Heart, Honor Citation

Underhill, Pfc. Ted V., Agr. w'43, Army

Ury, Lt. Arthur E., Com. '33, Army

Vana, Lt. Clarence R., Engr. w'44, AAC, DFC, Air Medal, cluster

Vance, Lt. Richard L., Com. w'44, AAC

Vaughan, Lt. John E., Engr. w'44, AAC

Vogel, Maj. John E., Arts w'41, AAC

Volgares, Ens. Kenneth J., Com. w'43, Navy

Volk, Lt. Howard A., Jour. '38, Army

Waggoner, Lt. Robert B., Com. w'41, AAC, Air Medal, Purple Heart

Walker, Lt. Col. Arthur H., Agr. '29, Army

Walker, 1st. Lt. George S., Jr., Engr. w'42, AAC

Walkey, Pfc. Harry J., Com. w'44, Army

Walsh, A/C Richard F., Engr. w'46, AAC

Walter, Lt. Donald A., Com. w'42, AAC, DSC, Purple Heart

Walters, Lt. Nelson M., Com. w'42, Army, Bronze Star, Purple Heart

Walton, Pfc. Robert W., Arts w'46, Army

Waring, Sgt. John I., Agr. w'44, AAC

Warmuth, Cpl. William H., Arts w'44, Army

Wasserman, Lt. Robert, Com. w'46, Army

Waters, Lt. William D., Com. w'44, AAC

Watson, Ens. William R., Com. w'45, Navy

Watt, Lt. Charles K., Agr. w'41, AAC, DFC, Air Medal, 9 clusters

Weaver, Capt. Douglas C., Com. '40, AAC

Weaver, AR3/C Forrest V., Engr. w'46, Navy

Weaver, Lt. Lee T., Arts '39, Navy
Webb, 1st. Lt. John T., Edu. '40, Army
Weed, 1st. Lt. Charles D., Arts '42, Army
Weich, 1st. Lt. Edward T., Engr. w'45, Army
Weiland, Capt. George, Jr., Engr. w'34, Army
Weiss, 1st. Lt. Max, Arts '42, Army, Bronze Star
Welch, Lt. John M., Arts w'41, Army
Welde, Lt. Charles D., Phar. w'44, AAC
Welsh, Lt. William E., Arts w'45, AAC
Wenger, Pvt. Frank M., Engr. w'39, Army
Werder, 2d. Lt. Albert B., Arts w'45, AAC
Wetzel, Lt. Robert E., Arts w'41, Army
Wheeler, Pfc. Edward A., Arts w'46, Army
White, 2d. Lt. Dean R., Arts w'43, AAC
White, Lt. Glenn A., Com. w'40, AAC
Wiecking, Pfc. William E., Engr. w'46, Army
Williams, Lt. (j.g.) Gayle V., Arts w'45, Navy, Air Medal
Williams, Cpl. Lawrence J., Arts w'32, Army
Williams, Lt. Robert C., Engr. '39, AAC
Wilmore, Maj. Charles F., Arts w'21, Army
Wing, Capt. Gardner B., Agr. '31, Army
Winger, Lt. George W., Engr. w'39, AAC
Wirtz, Lt. (j.g.) James R., Arts '43, Navy
Wolstein, Lt. William H., Engr. w'43, Army
Wood, Lt. Charles C., Arts w'43, AAC
Wood, Pfc. Morrison G., Arts '38, Army
Wood, Lt. William R., Com. '38, Army
Woolery, 1st Lt. Edward R., Law w'39, AAC
Woolman, Lt. (j.g.) Alan D., Com. '38, Navy, Purple Heart
Wright, Cpl. Preston S., Engr. w'45, Army
Wurdack, Lt. James E., Engr. w'42, AAC
Wylie, 1st Lt. Hugh W., Com. '42, Army

Yeisley, Lt. William H., Edu. '36, Army
Yoakam, 2d. Lt. Harold E., Com. w'44, AAC
Yoakam, 1st. Lt. Wayne E., Engr. '43, AAC
Yocom, Lt. Julian A., Engr. '42, Army, Silver Star
Young, Maj. Donn C., Com. '27, AAC
Young, 2d. Lt. Merrit E., Edu. '40, AAC

Zachman, Lt. Roland A., Arts '37, Law '38, Navy
Zapolan, Lt. Wolfe, Arts '35, Med. '39, Army

Zealand, P/O John H., Com. '37, RCAF

Zech, Lt. John H., Edu. '39, AAC

Ziegenbusch, Lt. Frederick G., Engr. w'43, AAC

Ziegler, Ens. Donald R., Agr. w'44, Navy

Zieske, 1st. Lt. Clarence E., Arts '42, AAC

Zieske, Lt. Vernon L., Arts '41, AAC

Zimmerman, Lt. Col. Harry J., Arts w'31, AAC

APPENDIX B

Staff members to the number of 350 went on leave of absence between 1941 and 1945 for war service. Leaves of absence for military service were granted to 246 persons, including fifteen women. Some were of comparatively short duration and others for the entire period of the shooting war. All branches of the service were represented along with all theaters of operations, overseas as well as domestic. A number were veterans also of World War I. Glenn W. Miller, of economics, first was granted civilian leave and then military.

The number of civilian leaves of absence granted was 105, including eight women. Many of these were for work in war agencies in Washington and elsewhere. Some were for what was known at the time as the Manhattan Project, or the development of the atom bomb.

The two lists, military and civilian, as taken from the Trustees' minutes, follow:

MILITARY LEAVE OF ABSENCE

<i>Staff Member</i>	<i>Department</i>
Allenbach, Dr. Theodore C.	Health Service
Alpers, Dr. Jacob J.	Medicine
Amrine, Harold T.	Engineering Drawing
Appleman, Dr. Robert M.	Dentistry
Armstrong, Paul	Dean of Men
Ashbrook, Willard P.	Physical Education
Aumann, Francis R.	Political Science
Baker, Richard H.	Rural Economics
Ballis, William B.	Political Science
Barnhart, William S.	Agricultural Extension
Batchelor, Harold W.	Agronomy
Baumer, Herbert	Architecture
Baur, Frederic J., Jr.	Physiological Chemistry

Bee, Robert S.	Physics
Bell, Earl G.	Agricultural Extension
Biggs, Ernest	Physical Education
Blakely, Paul G.	Hospital
Blakesly, Philip B.	Fine Arts
Blickle, John E.	Athletics
Blosser, Robert H.	Rural Economics
Borrer, Donald J.	Zoology & Entomology
Boucher, Dr. Howard E.	Surgery
Boynton, Violet C.	Physical Education
Brickley, Dr. Daniel W.	Ophthalmology
Briggs, Gordon	Agricultural Extension
Bright, Paul D.	Service
Brown, Forrest A.	Agricultural Extension
Brown, Dr. John E.	Pediatrics
Brown, Dr. John Q.	Surgery
Brown, Paul E.	Athletics
Bugno, Raymond	Stores & Receiving
Burr, James B.	Education
Carlut, Charles E.	Romance Languages
Cherrington, Ernest H., Jr.	Physics
Clark, Dr. Thomas E.	Medicine
Cligrow, Frank M.	Agricultural Extension
Clodfelter, Dr. Harve M.	Medicine
Cobb, Samuel H.	Physical Education
Coddington, Dr. Oscar L.	Pediatrics
Cornell, Merriss	Social Administration
Coutant, Victor C. B.	University School
Davies, Dr. Drew L.	Surgery
Davis, Francis W.	Photography
Davis, Ralph C.	Business Organization
Dawson, Scott	Laboratory Supply
Dietrich, Donald H.	Psychology
Dub, Dr. Leonard M.	Medicine
Duffee, Aden L.	Laboratory Supply
Dye, William H. H.	Athletics
Elliott, Edwin	Stone Laboratory
Evans, D. Luther	Arts & Sciences
Evans, Dr. Harrison S.	Medicine
Evans, Dr. Lloyd R.	Medicine

Feiber, Lewis J.	Physical Plant
Fischer, George F.	Business Office
Fleig, Wilfred J.	Accounting
Foley, Dr. James M.	Health Service
Forman, Dr. Wiley L.	Medicine
Foulks, James G.	Anatomy
Franklin, Carl M.	President's Office
Frederick, Emerson C.	Agricultural Extension
Fuller, William	Physical Plant
Gatrell, Robert M.	Fine Arts
Green, Earl L.	Zoology & Entomology
Griffin, Ernest R.	Hospital
Guthrie, Dr. Morris B.	Medicine
Hahn, Mary Jane	Stores & Receiving
Haines, Howard F.	Optometry
Hamilton, Dr. Frank E.	Surgical Research
Hamilton, Howard L.	Arts & Sciences
Hamrick, Charles E.	Agricultural Extension
Harding, Lowry W.	Education
Harding, Dr. Warren G. II	Surgery
Harris, Dr. Edward W.	Otolaryngology
Harris, Dr. William B.	Medicine
Hart, John N.	Economics
Hatcher, Harlan H.	English
Headington, Robert C.	Rural Economics
Heimlich, William F.	WOSU
Heisler, Frederick K.	Athletics
Henderson, Mary W.	Stores & Receiving
Hicks, Dr. Warren W.	Medicine
Hodgson, Newton	University School
Hook, Ruth	Physical Education
Horst, Dr. John V.	Surgery
Houghton, Dr. Ben C.	Medicine
Huffman, Gerald H.	Agricultural Extension
Hughes, Dr. James J.	Medicine
James, Dr. Arthur G.	Surgery
Johnstone, Don	Civil Engineering
Jones, Dr. Richard C.	Surgical Research

Keating, Dr. Robert A.	Surgery
Kemp, Dr. Hardy A.	Medicine
Kidd, Dr. Robert A., Jr.	Medicine
King, Dr. James D.	Surgical Research
Kinsel, Delber E.	Dean of Men
Kinsella, John J.	University School
Kirk, Dr. Gilman D.	Surgery
Kirk, Dr. Robert C.	Medicine
Kirkendall, Dr. Edward T.	Surgery
Knies, Dr. Philip T.	Medicine
Kob, Walter	Music
Koutz, Fleetwood R.	Veterinary Parasitology
Kreitler, George W.	Agricultural Extension
Kroth, Earl M.	Electrical Engineering
Lacey, Dr. Henry B.	Surgery
Laird, Emerson B.	Bookstore
Landen, Dr. C. C.	Medicine
Landin, Harold W.	History
Larkins, Richard C.	Physical Education
Lattin, Norman D.	Law
Leedy, Daniel L.	Wildlife Research
LeFever, Dr. Harry E.	Surgery & Gynecology
Libecap, Dr. Irvin L.	Surgical Research
Liss, Dr. Emanuel C.	Pediatrics
Love, Leston L.	Education
Lucas, H. D.	Laboratory Supply
McCall, Dr. Edward W.	Medicine
McConagha, Glenn L.	Education
McCoy, James R.	Accounting
McCully, Harry M., Jr.	Engineering Drawing
McElhaney, Marian	Agricultural Extension
McGinnis, Donald E.	Music
McGrew, Chester N.	Agricultural Extension
McNicol, Elizabeth L.	Entrance Board
Mahorney, Smith	Stores & Receiving
Marion, Alonzo W.	Agricultural Extension
Marsh, Dr. Edward T.	Veterinary Surgery
Martin, Wanda L.	Education
Medley, Joseph F.	Purchasing
Meiden, Walter E.	Romance Languages

Mendenhall, Charles B.	Education
Meyer, Allen L.	Business Organization
Michael, Dr. Nicholas	Medicine
Miller, Francis	Agricultural Extension
Miller, Glenn W.	Economics
Miller, Hermann C.	Accounting
Miller, Leslie H.	Mathematics
Mitchell, Dr. William F.	Medicine
Moehlman, Arthur H.	University School
Mooney, Bernard F.	Physical Education
Morse, Dr. Dan	Medicine
Moses, Elbert R., Jr.	Speech
Mount, John T.	Agricultural Extension
Nicholas, Lester T.	Education
Nolen, Herman C.	Business Organization
Obetz, Dr. Robin C.	Medicine
Oman, Galen F.	Architecture
Orr, Jack Edward	Pharmacy
Osborn, Clinton M.	Anatomy
Penfield, Ruth A.	Anatomy
Perry, Dr. Claude S.	Ophthalmology
Poole, Harold M.	Industrial Engineering
Porteus, Homer S.	Agricultural Extension
Pounds, Ralph L.	Education
Preston, Roscell T.	Physiological Chemistry
Pritchett, Dr. Clark P.	Medicine
Pumphrey, Dr. Gordon H.	Ophthalmology
Quinn, Dr. Robert E.	Ophthalmology
Rardin, Dr. Thomas E.	Medicine
Reeder, Eugene L.	Physical Plant
Rees, Trevor J.	Athletics
Reeves, Dr. James R.	Medicine
Renner, Dr. Wilbur W.	Ophthalmology
Rettig, William	Hospital
Riffle, John R.	Operation & Maintenance
Ring, Gordon C.	Physiology
Roberts, Cleo A.	University School
Rockwood, Robert E.	Romance Languages

Rodenberg, Elmer J.	Hospital
Romero, Virginia M.	Education
Rothermich, Dr. Norman O.	Medicine
Rusoff, Dr. Maurice B.	Medicine
Sage, Dr. Harry M.	Ophthalmology
Schleich, Donald V.	Photography
Schmidt, Warren E.	Rural Economics
Schoene, Dr. Robert H.	Medicine
Scofield, Herbert T.	Botany
Scott, Gene B.	Hospital
Seyler, Paul J.	Zoology & Entomology
Seymour, Dr. Miner E.	Pediatrics
Shane, Harold G.	Educational Research
Share, Oscar E.	Agricultural Extension
Sheets, Dr. Maurice V.	Surgery
Shelden, Frederick F.	Physiology
Shepard, Dr. Joseph H.	Medicine
Shilling, Dr. R. H.	Hospital
Shinowara, Dr. George Y.	Pathology
Shupe, Hollie W.	Engineering Drawing
Simpson, Dr. Walter M.	Medicine
Sims, Dr. George P.	Surgery
Skinner, Blanche E.	Hospital
Smith, Dr. Frederick G.	Surgical Research
Smith, Dr. Robert G.	Surgery
Snyder, Laurence N.	Athletics
Sparrow, Eugene L.	Agricultural Extension
Srigley, Dr. Robert S.	Surgery
Stecker, Frederick	Arts & Sciences
Steele, Dr. Wendell M.	Ophthalmology
Stephens, Dr. Vernon D.	Health Service
Stevens, George N.	Law
Stillwell, Gardiner B.	English
Stout, Dr. Walter M.	Medicine
Studebaker, Eldon	Agricultural Extension
Stultz, Richard E.	Physical Education
Sullivan, Martha G.	Engineering
Surington, Dr. Cyril T.	Surgery
Swain, John E.	Laboratory Supply
Swanson, Carroll A.	Botany

Taylor, Jacob B.	Accounting
Templin, Wanda	Operation & Maintenance
Thomas, Charles M.	History
Thompson, Roy E.	Stone Laboratory
Timmons, William M.	Speech
Vanneter, Dr. J. Clyde	Dispensaries
Vilbrandt, Robert A.	Laboratory Supply
Von Haam, Dr. Emmerich	Pathology
Walker, Charles F.	Stone Laboratory
Walker, Harvey	Political Science
Walters, Dale	Hospital
Walters, Jeannette	Hospital
Warner, Edward N.	Zoology & Entomology
Warner, Robert W.	Laboratory Supply
Warner, William E.	Education
Wasson, J. Donald	Library
Waters, T. Bruce	Philosophy
Watkins, Fairfax E.	Engineering Drawing
Watson, Dr. George B.	Surgery
Weed, John M.	Engineering Experiment Station
Weinberger, Adolph D.	German
West, Dr. Paul G.	Medicine
Whitcomb, Manley R.	Music
Whiteside, George E.	Service
Williams, Robert M.	Athletics
Williams, William O.	University School
Wilson, Howard S.	Music
Wilson, Dr. Judson D.	Medicine
Wilson, Dr. Sloan J.	Medicine
Wittenbrook, Dr. John M.	Medicine
Woolpert, Dr. Oram C.	Bacteriology
Worstell, Dr. Henry P.	Surgery
Wright, M. Erik	Psychology
Yost, Mary M.	Physical Education
Zahn, Theodore D.	Library
Zollinger, Dr. Richard W.	Surgical Research
Zollinger, Dr. Robert M.	Surgery

CIVILIAN LEAVE OF ABSENCE

<i>Staff Member</i>	<i>Department</i>
Almy, Emory F.	Agricultural Chemistry
Atherton, Carlton	Fine Arts
Bahn, Eugene H.	Speech
Baker, Kenneth H.	Psychology
Bird, Charles F.	Civil Engineering
Bitterman, Henry J.	Economics
Bridgman, Charles S.	Physics & Astronomy
Brode, Wallace R.	Chemistry
Buck, Richard S., Jr.	Architecture
Burley, Orin E.	Business Organization
Cabarga, Demetrio A.	Romance Languages
Campbell, Frank L.	Zoology & Entomology
Caplan, Benjamin	Economics
Carter, Marion A.	Architect's Office
Coffin, Robert M.	Fine Arts
Collicott, Esther	News Bureau
Collins, Eleanor	Dean of Women
Copeland, Herman A.	Psychology
Cowell, Charles C.	University School
Dale, Edgar C.	Educational Research
Dameron, Kenneth	Business Organization
Davidson, Ralph H.	Zoology & Entomology
Davis, Wells L.	Electrical Engineering
Dierker, Arthur H.	Engineering Experiment Station
Dorn, Walter L.	History
Duffus, William M.	Business Organization
Edgerton, Harold A.	Occupational Opportunities Service
Egle, Walter	Economics
Emery, Walter B.	Speech
Erb, J. Hoffman	Dairy Technology
Everitt, William L.	Electrical Engineering
Fisher, Sydney N.	History
Folk, Samuel B.	Mechanics
Foster, H. Schuyler, Jr.	Political Science

Gaerttner, Erwin R.	Physics
Green, Jerome B.	Physics & Astronomy
Green, Wesley S.	Agricultural Extension
Harris, Jack S.	Sociology
Harris, Preston M.	Chemistry
Harrison, David M.	Economics
Hauck, Charles W.	Rural Economics
Heiby, Ernest P.	Agricultural Extension
Helsel, Robert G.	Mathematics
Hendrix, William S.	Romance Languages
Hesthal, Cedric E.	Physics & Astronomy
Hudson, Dr. N. Paul	Bacteriology
Hunter, Robert M.	Law
Hynek, Joseph A.	Physics & Astronomy
James, Clifford L.	Economics
Kellogg, Lester S.	Business Research
Knauss, Harold P.	Physics
Lamey, Carl A.	Geology
Lammel, Rose	University School
LaPaz, Lincoln	Mathematics
Lassetre, Edwin N.	Chemistry
Leonard, Russell B.	Laboratory Supply Store
Lewis, Ervin E.	Education
Luxon, Norval N.	Journalism
McBryde, F. Webster	Geography
McClarren, Howard	Agricultural Extension
McCune, Shannon	Geography
McDonald, William F.	History
Mack, Edward, Jr.	Chemistry
MacWood, George E.	Chemistry
Markham, Floyd S.	Bacteriology
Marquis, Franklin W.	Mechanical Engineering
Mathews, Robert E.	Law
Miller, Glenn W.	Economics
Mitts, Harold A.	Fine Arts
More, Kenneth R.	Physics
Nielsen, Harald H.	Physics & Astronomy

Peattie, Roderick	Geography
Postle, Marjorie	Dean of Men
Rautio, Laurie J.	Metallurgy
Reber, A. Lloyd	Photography
Reed, Josephine B.	News Bureau
Rice, Harvey M.	History
Robinson, Walter	Mechanical Engineering
Rogers, Carl R.	Psychology
Rose, William H.	Law
Rowntree, R. H.	Economics
Shortley, George H.	Physics & Astronomy
Shaffer, Wave H.	Physics & Astronomy
Simms, Henry H.	History
Slatter, Walter L.	Dairy Technology
Spieker, Edmund M.	Geology
Stanger, Roland J.	Law
Stewart, Grace A.	Geology
Sufrin, Sidney	Economics
Telberg, Ina	Sociology
Tharp, James B.	Education
Thomas, Llewellyn H.	Physics & Astronomy
Toops, Herbert A.	Psychology
Trotter, Morris E., Jr.	Architecture
Tucker, LeRoy	Mechanics
Van Til, William	University School
Van Winkle, Quentin	Engineering Experiment Station
Walker, Robert Y.	Psychology
Watson, Virginia	Hospital
Wells, John A.	Geology
Welsh, Edward C.	Economics
Williams, Fred L.	Laboratory Supply Store
Wilson, Dr. E. Harlan	Surgery
Winter, Alden R.	Agriculture
Wylie, Clarence R., Jr.	Mathematics

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